

November 2024



OHPC KINDERGARTEN WEATHER

INTEGRATED UNIT #2 NOVEMBER - DECEMBER 5 WEEKS

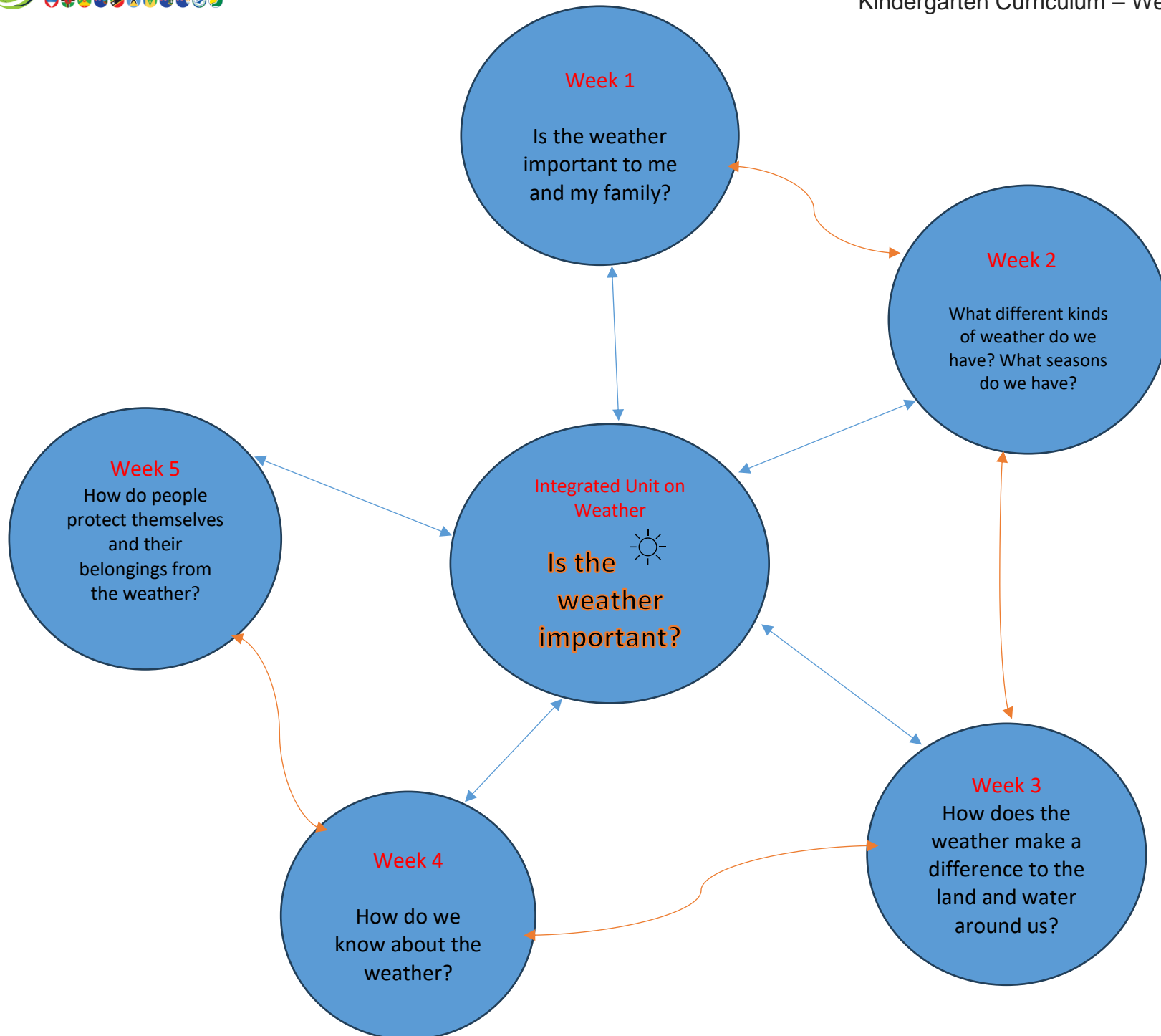


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Introduction to Weather Integrated Unit

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 **Weather Integrated Unit**. The following table highlights the letters, sounds, words and specific concepts in mathematics that are designated to be taught in each of the Integrated Units.

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

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

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

Essential Question: “Is the Weather Important?”

The Essential Question provides the over-arching focus throughout the unit. Teachers should 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: [Is the Weather Important?](#)

Weekly questions:

Week 1: Is the weather important to me and my family?

Week 2: What different kinds of weather do we have? What seasons do we have?

Week 3: How does the weather make a difference to the land and water around us?

Week 4: How do we know about the weather?

Week 5: How do people protect themselves and their belongings from the weather?

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

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

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

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

SCO	Strand 2: Reading and Viewing
2.1	Interact meaningfully with a wide range of genres and text forms
2.3	Connect background knowledge to the titles and pictures of fiction and nonfiction passages to build a foundation of understanding
2.4	Develop understanding and application of the Concepts of Print
2.5	Develop knowledge about the purpose and variety of texts that are read or read to them
2.6	Browse through a variety of images, and nonfiction material in pre-emergent and emergent level passages, or passages of interest, to discover information.
2.7	Demonstrate understanding of some environmental print and pictorial information

¹ Note: All Kindergarten Curriculum Outcomes are available in the OHPK 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
2.8	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
2.12	Participate in shared reading and use the meaning and flow of the language to anticipate upcoming words
2.13	Begin to demonstrate fluency and phrasing during shared reading, independent and guided reading of emergent level passages
2.14	Identify an increasing number of letter names and letter sounds, beginning with those of personal importance
2.15	Use known letter sounds to decode upcoming words in emergent level passages

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

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

SCO	Strand 1: Number Sense
1.1.1	Say the number sequence to 10 by 1s
1.2.2	Answer the question, How many are in the set? using the last number counted in a set
1.2.3	In a fixed arrangement, starting in different locations, can show that the count of the number of objects in a set does not change

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

SCO	Strand 4: Geometrical Thinking
4.2.1	Identify and describe shapes (2-D = squares, circles, triangles, 3-D = cubes, cones, and spheres).

SCO	Strand 5: Measurement
5.1.1	Classify objects according to selected attributes, e.g., size, colour, shape, texture, sound, etc.
5.1.2	Classify objects and count the number of objects in each category
5.2.2	Identify days, weeks, months, holidays, and seasons (standard units of measure)
5.2.3	Recite days of the week and months of the year in order

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

Science: *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 3: Weather and Climate
3.1 Make observations to determine the effect of sunlight on Earth's surface.	
3.1.1	understand that sunlight can make a difference to things on the earth's surface
3.1.2	observe that soil may change when the sun is shining
3.1.3	observe that a wet rock may change when the sun is shining on it
3.1.4	observe that a puddle may change when the sun is shining on it
3.2 Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area	
<ul style="list-style-type: none"> Asking questions, making observations, and gathering information are helpful in thinking about problems Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people 	
3.2.1	explain why people might want to reduce the warming effect of the sun
3.2.2	name one thing people can build to minimize the warming effect of the sun – could be umbrellas, canopies, and tents
3.2.3	explain one thing (asking questions, making observations, and gathering information) that people might do to solve problems like the warming effect of the sun
3.2.4	tell one way that the child may protect themselves and their belongings from the sun, or the rain
3.2.5	design a structure that will keep the rain or sun off their play things at their house (this could be making a drawing of something that would keep the rain or sun off their play things)
3.2.6	build a structure that will keep the rain or sun off their play things at their house (to do this, the children might use recycled objects to make a shelter for their toy car, or tricycle – whatever is relevant to their experience)
3.3 Use and share observations of local weather conditions to describe patterns over time	
<ul style="list-style-type: none"> Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time 	

SCO	Strand 3: Weather and Climate
3.3.1	understand that the weather makes a difference to people, plants and animals.
3.3.2	Understand that people measure weather conditions to describe and record the weather and to notice patterns over time
3.3.3	Can tell one example of a weather patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days is different in different months.
3.3.4	Can list the seasons there are in their country
3.3.5	keep track of descriptions of the weather (such as sunny, cloudy, rainy, and warm)
3.3.6	keep track of numbers of sunny, windy, and rainy days in a month
3.4	Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
	<ul style="list-style-type: none"> Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events
3.4.1	explain one way that people can find out what the weather forecast is
3.4.2	tell who prepares a weather forecast
3.4.3	understand that it is important to know if severe weather is coming so people can prepare for it
3.4.4	understand that it is important to know if severe weather is coming so people can respond to it
3.4.5	understand what is meant by the motto: <i>Be prepared; not scared</i>
3.4.6	list one kind of severe weather that might happen where they live

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 3: Myself – Spatial Thinking
3.7	Describe various weather conditions (K)
3.8	Observe and record different weather conditions (S)
3.9	Appreciate the importance of taking safety precautions in some weather conditions (V)

Overview and Preparation

Preparation of the Room

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

Resources

Teachers are encouraged to look through the entire plan for the Integrated Unit on Weather (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/neighborhood to help us learn about **weather**? 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 “Weather” and we will be thinking about the question “Is the Weather Important?” 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 weather and if you could come into our class one afternoon to tell us about it. Maybe you love surfing, when the wind has created large waves. Maybe you have always kept track of the wind direction with a weather vane outside your house. Maybe you have a friend who builds shelters to provide a shady spot in people’s gardens. Maybe you have a problem with water erosion on your street and you and others are trying to fix that. Maybe you know the weather person who shows those fancy maps on the evening newscast!

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 Weather.

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 Weather 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: Is the weather important?

Question for Week One: Is the weather important to me and my family?

Language Arts – Plans for the Unit (5 weeks)

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 **c (k), e, h, r, m, d** will be the focus. The teacher might do some “stand-alone” lessons to introduce the children to these letters/sounds. Please see the *Curriculum Outcomes and Guide for Effective Strategies* for many ideas for teaching children letters/sounds.

Phonemic Awareness skills will commence and the focal point will be on initial phoneme isolation in words related to this Integrated Unit, such as “rain”. 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 **it, not, run, up, we, away, find, help, here, jump, little, my** will be the focus. The teacher might do some “stand-alone lessons” to introduce these words. Please see the *Curriculum Outcomes and Guide for Effective Strategies* for many ideas for teaching high frequency words.

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

Gathering Assessment Data and Record-keeping

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

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

The teacher will use a consistent scale in the checklist:

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



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

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions</p>	<p>Language Arts – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7 and 1.8 based on observation and conversation with the learners.</p>	<p>Introduction to the Integrated Unit:</p> <p>Language Arts and Science: Discussion & Exploration Stations</p> <p>The teacher will show learners large pictures of weather symbols (sun, rain, wind, clouds) and ask them to name each one. The teacher will ask the learners to look outside and tell if they see what the pictures show. The teacher will ask the learners if the sky is always like that. Then, the teacher will inform the learners that they will be learning about the weather. The teacher will ask the learners the question <i>‘Is the weather important?’</i></p> <p>Afterwards, in small groups, the learners will be rotated in four named weather stations; Sun, Rain, Clouds, Wind, upon</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>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>Language Arts - Writing and Representing</p> <p>3.2 Assign meaning to experimental drawing and writing</p> <p>3.5 learn to print the upper and lower case letters of the alphabet</p> <p>3.6 connect spoken language(s) to written language and other representations (e.g. drawings)</p> <p>3.7 connect phonological awareness to letter shapes</p> <p>3.8 spell name and some words of personal importance correctly</p> <p>Science – Weather and Climate</p> <p>3.3.1 understand that the weather makes a difference to people, plants and animals.</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 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 3.2, 3.5, 3.6, 3.7 and 3.8 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 Weather and Climate Outcome 3.3.1 based on observation and conversation with the learners.</p> <p>Science – Product</p> <p>The children’s drawings (Exit Tickets) will provide the teacher with information regarding their</p>	<p>a signal from the teacher. At each station, the learners will explore through observation and hands-on, some weather associated props and materials. For example; in the sunny station, may have sunglasses, visors and sun hats. The rainy station may have umbrellas, rain boots, raincoats and a simulated puddle. The cloudy station may have a cloudy sky collage with white or gray cotton balls or small pieces of soft fabric which learners can help complete by gluing on more cloud formations. The windy station may have learners play a game among their group members where they would have to use their mouths to blow some light weight items, such as strips of paper or leaves across a table, and the child who blows it the farthest wins.</p> <p>After the station activities, the teacher will gather all the learners and they will be asked, ‘Which was their favourite weather station?’ Why was that their favourite station? Is that also their favourite kind of weather?</p> <p>Exit Ticket: The learners will be asked to draw to show one way the weather is important. The learners will be helped to write a sentence about their picture and they will be encouraged to explain their picture to the teacher. To further enhance the children’s learning, the learners might share their ideas verbally with a partner.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	understanding of Science SCO 3.3.1. The teacher may want to make some notes based on the children's drawings.	
<p>Language Arts - Listening and Speaking</p> <p>1.1 listen to music, conversation and environmental sounds for personal enjoyment</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.6 observe how tone, fluency and intonation impact meaning and mood</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.10 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, 1.6, 1.7, 1.8 and 1.10 based on observation and conversation with the learners.</p>	<p>Language Arts, Science and Art: Weather Walk</p> <p>The learners will be taken on a short walk outside of the classroom. They can either go for a walk around the school or to the playground. The learners will be asked to use their different senses; sight, hearing, touch, and smell while on the walk. For example; they will feel the temperature outside or the grass/ plants, see the clouds or dry or wet areas or people and animals outside, listen to sounds like the wind or rain. Then the learners can return inside and discuss all their observations by saying how the weather affects them and others, as well as, what they may need to wear or do differently based on the conditions outside.</p> <p>The learners will be given canvases or white blank paper along with their water paints and paint brushes, to paint a picture of outside to include people, or animals or plants.</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>Science – Weather and Climate</p> <p>3.3.1 Understand that the weather makes a difference to people, plants and animals.</p>	<p>The teacher will enter information into the checklist for Writing and Representing Outcome 3.2 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 Weather and Climate Outcome 3.3.1 based on observation and conversation with the learners.</p> <p>Science – Product</p> <p>The children’s drawings will provide the teacher with information regarding their understanding of Science SCO 3.3.1. The teacher may want to make some notes based on the children’s drawings.</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</p>	<p>Language Arts - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 and 1.10 based on observation and conversation with the learners.</p>	<p>Language Arts, Mathematics, and Science: Picture Discussion</p> <p>The teacher will give each learner a picture at random illustrating a weather symbol, such as; sun, rain, clouds and wind. The teacher should ask the learners what does the picture make them think of? The teacher will explain to learners that the weather is what we feel and see outside at the time we are looking out, like if it is sunny, rainy/stormy, windy or cloudy. After, the learners will be shown two large pictures of a Sunny Day and a Rainy Day (shown below) which will be posted on the board. Then, focusing on one picture at time, the learners will engage in a THINK-PAIR-SHARE activity, where they would describe the pictures by stating what is happening, what are they wearing, etc. (Please consult the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for explanation of the Think Pair Share strategy).</p>













Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p> <p>Language Arts - Reading and Viewing</p> <p>2.6 browse through a variety of images, and nonfiction material in pre-emergent and emergent level passages, or passages of interest, to discover information.</p> <p>Mathematics - Number Sense</p> <p>1.1.1 Say the number sequence to 10 by 1s</p> <p>1.2.2 Answer the question; How many are in the set? using the last number counted in a set</p> <p>1.2.3 In a fixed arrangement, starting in different locations, can show that the count of the number of objects in a set does not change</p> <p>Science – Weather and Climate</p> <p>3.3.1 Understand that the weather makes a difference to people, plants and animals.</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcome 2.6 based on observation and conversation with the learners.</p> <p>Mathematics - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Number Sense Outcomes 1.1.1, 1.2.2 and 1.2.3 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 Weather and Climate Outcome 3.3.1 based on observation and conversation with the learners.</p>	<p>Then, the teacher will engage learners in a follow-up discussion of why the weather is important by asking them to think and share some other things they do with their families on a sunny day and on a rainy day.</p> <p>Sunny Day Sample</p>  <p>Rainy Day Sample</p>  <p>The learners will be asked to vote for their favourite picture by sitting or standing. Then they will help the teacher count the seated and the standing votes. The picture with more votes will remain posted on the board, while the other will be taken down. The teacher will ask learners to help identify all the people in the picture, and as they do, a small sticky note will be placed on each person in the picture. The learners will be told that they will be counting the number of people in the picture to determine the quantity. They will be informed that they will start from the one, point to each sticker and read aloud to ensure they have all the objects in the group. The quantity will be written on the board and learners will</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>read the number aloud. The same will be repeated for every group of objects in the picture, such as trees or animals or things. Then as an extension, especially to more advanced learners, the teacher can ask learners to identify which group has the most, or the least or the same amount.</p>
<p>Language Arts - Listening and Speaking</p> <p>1.1 listen to music, conversation and environmental sounds for personal enjoyment</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>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>1.10 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, 1.6, 1.7, 1.8 and 1.10 based on observation and conversation with the learners.</p>	<p>Language Arts, Mathematics, Science, and Music: Video Presentation</p> <p>Learners will view the following music video on “What’s the weather like today?”</p> <p>What's The Weather Like Today Weather Song For Kids</p> <p>The learners will talk about the things they see in the video, and answer the question asked by the main character at the end of the video: “What’s the weather like today where you live?” Then the teacher will play the video a second time, so the learners can dance along and perform some of the actions as best as they could while the video is being played. At the end of the video, the learners and the teacher will talk about any new words the learners might have heard or learnt in the video; such as puddles, lightening, thunder and stormy.</p> <p>Shape Weather Craft</p> <p>The teacher will draw three simple weather scenes on a poster board or whiteboard (sunny day, rainy day or windy day). Space will be left for learners to add shapes which were already pre-cut into circles, triangles squares, rectangles, etc., and provided by the teacher. The teacher will explain to the learners that they will be creating a weather scene using different shapes.</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>2.5 develop knowledge about the purpose and variety of texts that are read or read to them</p> <p>2.6 browse through a variety of images, and nonfiction material in pre-emergent and emergent level passages, or passages of interest, to discover information.</p> <p>2.7 demonstrate understanding of some environmental print and pictorial information</p> <p>Mathematics - Number Sense</p> <p>1.2.2 answer the question; How many are in the set? using the last number counted in a set</p> <p>1.2.3 in a fixed arrangement, starting in different locations, can show that the count of the number of objects in a set does not change</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>Mathematics – Measurement</p> <p>5.1.1 classify objects according to selected attributes, e.g., size, colour, shape, texture, sound, etc.</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.3, 2.5, 2.6, and 2.7 based on observation and conversation with the learners.</p> <p>Mathematics – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Number Sense Outcomes 1.2.2 and 1.2.3 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Geometrical Thinking Outcome 4.2.1 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Measurement Outcome 5.1.1 based on observation and conversation with the learners.</p>	<p>Sunny day- Use yellow circles for the sun and blue rectangles for a clear sky</p> <p>Rainy day- Use blue circles for raindrops and grey rectangles for clouds</p> <p>Windy day- Use green rectangles and triangles for trees and plants</p> <p>Ask the learners to take turns adding a shape and talk about how each shape is shown in the weather scene. After, the learners will review the different shapes. The teacher may ask questions like; “How many triangles did we use for the plants?” and “What shape did we use for the sun?”</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Science – Weather and Climate</p> <p>3.3.1 understand that the weather makes a difference to people, plants and animals.</p>	<p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Weather and Climate Outcome 3.3.1 based on observation and conversation with the learners.</p>	
<p>Language Arts - Listening and Speaking</p> <p>1.2 Demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 Become aware of how effective listening enhances understanding</p> <p>1.6 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>Science – Weather and Climate</p> <p>3.3.1 Understand that the weather makes a difference to people, plants and animals.</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>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Weather and Climate Outcome 3.3.1 based on observation and conversation with the learners.</p>	<p>Language Arts, Science and Craft: Circle Time</p> <p>The teacher dresses up in a weather appropriate attire, e.g. for rainy/stormy weather: a raincoat, hat, water boots and an umbrella for Circle Time and discussion. Then, the teacher will ask the learners the following questions to evoke thinking about the weather; e.g. What am I wearing? Have you or anyone else you know dresses like this? Do we always dress like this? When are we not dressed like this? What other ways do you dress when going outside/outdoors?</p> <p>After learners share their responses, the teacher will explain that the weather affects many parts of our lives, just like the clothes we wear. Learners will be asked, ‘Is the weather important?’ Why is the weather important? The teacher will make notes of learners’ free responses. After, the learners will select materials from a large table placed in the front of the classroom in order to create one item that can be used outdoors for a weather condition, then show their craft work with the class.</p> <p>Sample List of Materials:</p> <ul style="list-style-type: none"> - Wikki Stix - Playdough - Popsicle sticks - Glue - Construction paper - Ribbon - Yarn - Scissors

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>1.6 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>Science – Weather and Climate</p> <p>3.3.1 Understand that the weather makes a difference to people, plants and animals.</p>	<p>Language Arts - Observation, 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>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Weather and Climate Outcome 3.3.1 based on observation and conversation with the learners.</p>	<p>Language Arts and Social Studies: Weather Game</p> <p>The teacher will ask learners to tell various activities which they do for various weather conditions. Afterwards, the learners will be told that they will be playing a game, and for this game they will be placed in small groups and be given one sheet of blank paper and a pencil for drawing. Learners will be told to choose someone in the group to draw on behalf of the group, and they can change that person if they wish after each round. The game will require learners to draw an item in response to each round of questions asked by the teacher based on things we do or wear because of the weather:</p> <ul style="list-style-type: none"> • Round 1: If it is raining, what can we use to stay dry? • Round 2: When it is sunny, what do we wear to protect our eyes? • Round 3: What is big enough to hide the sun in the sky? • Round 4: What can be eaten and melts quickly in your hands, on a sunny day • Round 5: What is something children like to do outside on a windy day? <p>A Sports variation of the game can be done by learners being placed in teams and participate in a relay or tag race (indoor/ outdoor) to find the items placed at a distance in front of them for each round of questions posed by the teacher. The teacher has the choice to change the questions listed above to coincide with the activity or items presented. Learners will be encouraged to cheer for each of their team members.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies						
<p>Language Arts - Listening and Speaking</p> <p>1.2 Demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.6 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 - Writing and Representing</p> <p>3.5 learn to print the upper and lower case letters of the alphabet</p> <p>3.8 spell name and some words of personal importance correctly</p> <p>Mathematics – Measurement</p> <p>5.2.2 identify days, weeks, months, holidays, and seasons (standard units of measure)</p> <p>5.2.3 recite days of the week and months of the year in order</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: Product</p> <p>The Colouring Worksheet will provide the teacher with data about the children’s development of SCOs 3.5 and 3.8</p> <p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.5 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 Measurement Outcomes 5.2.2 and 5.2.3 based on observation and conversation with the learners.</p>	<p>Language Arts, Mathematics and Social Studies: Observation, Record and Colouring Activity</p> <p>NB: This activity should be done over <u>at least</u> two consecutive days.</p> <p>The teacher will ask the learners to recite the days of the week and to state which day of the week is today. The learners will be asked questions such as, “What is the weather like today?” and “How did they prepare or come dressed for the weather at school today?”</p> <p>The learners will be shown two drawn symbols on the board /chart which represents the sun and the rain. The learners will be asked to identify each symbol and look outside to say which of the two can be seen. Afterwards, the teacher will use a coloured chalk/marker and shade inside of the one which the learners have identified that can be seen. If both can be seen at the same time, then the teacher informs learners that both can be shaded in. Learners are given their own worksheets which contain the same drawings to do the same, along with one other row (see the example below). Learners will be required to colour the symbol next to either Day 1 or Day 2 of the week they are observing.</p> <p>Sample Colouring Worksheet (children should print their name on it)</p> <table border="1" data-bbox="1331 1211 2024 1458"> <tbody> <tr> <td data-bbox="1331 1211 1558 1346">Day 1</td> <td data-bbox="1558 1211 1793 1346"></td> <td data-bbox="1793 1211 2024 1346"></td> </tr> <tr> <td data-bbox="1331 1346 1558 1458">Day 2</td> <td data-bbox="1558 1346 1793 1458"></td> <td data-bbox="1793 1346 2024 1458"></td> </tr> </tbody> </table>	Day 1			Day 2		
Day 1								
Day 2								

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Mathematics - Data Management and Probability</p> <p>6.1.1 collect simple sets of data in the class and school environment using observation. 6.1.2 describe data classification.</p> <p>Social Studies – Myself – Spatial Thinking</p> <p>3.7 describe various weather conditions (K) 3.8 observe and record different weather conditions (S)</p>	<p>The teacher will enter information into the checklist for Data Management and Probability Outcomes 6.1.1 and 6.1.2 based on observation and conversation with the learners.</p> <p>Social Studies – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Spatial Thinking Outcomes 3.7 and 3.8 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</p>	<p>Language Arts: Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9 and 1.10 based on observation and conversation with the learners.</p>	<p>Language Arts, Science and Social Studies: Shared Reading</p> <p>The teacher will begin by asking the learners whether they enjoy it when it rains, and what are their favourite things to do when it rains. Then the teacher will play the song ‘Rain, Rain Go Away’</p> <p>Rain, rain, go away, Come again another day, Rain, rain, go away, Little children want to play.</p> <p>https://www.youtube.com/watch?v=Zu6o23Pu0Do The teacher can put the words to the poem on a chart. Then read the poem aloud to the learners making sure to use an engaging tone and expressive gestures. After, for shared reading the teacher can support the learners in doing the following: Choral Reading – Invite the learners to read the poem together with the teacher, while pointing to each word as it is read.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.9 engage in active phonological awareness activities and word play to discriminate between various sounds in their environment, letters of the alphabet, rhyme and meaningful sound patterns</p> <p>1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p> <p>Language Arts - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</p> <p>2.4 develop understanding and application of the Concepts of Print</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 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>Science – Weather and Climate</p> <p>3.3.1 understand that the weather makes a difference to people, plants and animals.</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.8, 2.10, 2.11, 2.12 and 2.13 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 Weather and Climate Outcome 3.3.1 based on observation and conversation with the learners.</p>	<p>Echo Reading – The teacher will read one line at a time and have the learners read each line.</p> <p>(Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for more specific ideas of ways to help children develop Language Arts skills through Shared Reading).</p> <p>Then, the teacher will engage learners in some questions about the poem: For example; “Why do the children want the rain to go away?” and “Will reciting the poem actually make the rain go away?”</p> <p>Science and Craft: Extension to Lesson on Poem – Rain, Rain, Go Away</p> <p>The teacher will explain to learners that in some places in the world, there are people who do not have rain for a very long time, therefore, to get rain, they would make rain sticks, and believed that the sounds that the rain sticks make will call for the rain and cause it to fall. The teacher would ask the learners why do they think those people needed the rain. Then, the teacher will tell the learners that they will be making rain sticks.</p> <p>Note: Instructions for making a rain stick found here</p> <ul style="list-style-type: none"> • Cover one end of the paper towel roll with duct tape. • Insert a long rolled-up piece of aluminium foil into the paper towel roll. • Fill the inside of the paper towel roll 1/4 full with the mixture of corn kernels, rice, and small noodles. • Cover the other end of the paper towel roll with duct tape. <p>DIY Rainstick Crafts for Kids PBS KIDS for Parents</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Social Studies – Myself – Spatial Thinking</p> <p>3.7 describe various weather conditions (K)</p>	<p>Social Studies – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Spatial Thinking Outcome 3.7 based on observation and conversation with the learners.</p>	<p>After their rain sticks are done, the learners will pretend to play them in order to call for rain.</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>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</p>	<p>Language Arts: Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 and 1.10 based on observation and conversation with the learners.</p> <p>Language Arts: Product</p> <p>The worksheet will provide the teacher with data about the children’s development of SCOs 3.2, 3.5 and 3.8.</p>	<p>Language Arts, Mathematics, Science, Social Studies and Arts/ Craft: Weather Art</p> <p>Weather Sorting Game - Mathematics</p> <p>Using picture cards or small objects to represent various weather conditions (e.g. rain, sun, wind, clouds), the learners will work together in small groups to categorize the picture cards or objects based on a weather condition. The children will count how many cards or small objects are in each group (rain, sun, wind, clouds). The teacher will go around the various groups observing and asking questions to learners, while stating how the weather is important and it affects our daily lives.</p> <p>The teacher will discuss the form (below) with the learners. Learners will be given time to do their drawings. Then, as a whole class, the teacher will ask the learners to compare the activities they have drawn in each section to check if they do similar things or different things based on the weather outside.</p> <div data-bbox="1331 1252 1816 1464" style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>Name _____</p> <p>Draw a picture of something you do when there is lots of.....</p> </div>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies					
<p>3.5 learn to print the upper and lower case letters of the alphabet 3.8 spell name and some words of personal importance correctly</p> <p>Mathematics - Number Sense</p> <p>1.2.2 answer the question; How many are in the set? using the last number counted in a set 1.2.3 in a fixed arrangement, starting in different locations, can show that the count of the number of objects in a set does not change</p> <p>Mathematics – Measurement</p> <p>5.1.1 classify objects according to selected attributes, e.g., size, colour, shape, texture, sound, etc. 5.1.2 classify objects and count the number of objects in each category</p> <p>Science – Weather and Climate</p> <p>3.3.1 understand that the weather makes a difference to people, plants and animals.</p> <p>Social Studies – Myself – Spatial Thinking</p> <p>3.7 describe various weather conditions (K)</p>	<p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.2, 3.5 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 1.2.2 and 1.2.3 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Measurement Outcomes 5.1.1 and 5.1.2 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 Weather and Climate Outcome 3.3.1 based on observation and conversation with the learners.</p> <p>Social Studies– Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Spatial Thinking Outcome 3.7 based on observation and conversation with the learners.</p>	<table border="1" data-bbox="1331 293 1818 711"> <tr> <td data-bbox="1331 293 1570 505">Sun</td> <td data-bbox="1570 293 1818 505">Wind</td> </tr> <tr> <td data-bbox="1331 505 1570 711">Rain</td> <td data-bbox="1570 505 1818 711">Clouds</td> </tr> </table>		Sun	Wind	Rain	Clouds
Sun	Wind						
Rain	Clouds						

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>End of Week One:</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>Teacher will make notes in the anecdotal notes area of learners who may have been able to master the concept by the end of the week with dates.</p>	<p>End of Week One: Slideshow Presentation Science, Social Studies and Language Arts</p> <p>The focus of this ILS is to return to the question of the week: Is the weather important to me and my family?</p> <p>The teacher will use pictures on a slideshow to reinforce the importance of weather to learners, from prior class discussions on the topic. Since the depictions on the slideshow would have been familiar to learners, the teacher would ask the learners to talk about them, and discuss if this kind of weather is important to them and their family.</p> <p>After, the learners will be asked to create a drawing of a weather scene. For example, a rainy day at home, a sunny day at the beach or a windy day at the park. Learners will use materials such as crayons, paints and coloured paper. Learners will write a sentence about their drawing, explaining how that weather is important for them and their family. For those who have difficulty writing, the teacher will either provide the learner with a model or act as a scribe for the learner. Learners will share their finished work with the whole class.</p> <p>The children might enjoy this read-aloud (which has some unexpected elements) as a final prompt to consider how the weather makes a difference to people. Farmer Joe’s Hot Day. https://www.youtube.com/watch?v=9rwZ-7H9Ok0</p>

Additional Resources

All About the Weather: <https://youtu.be/ZfamR09Jklw>



Online Worksheets

<https://www.liveworksheets.com/w/en/science/298757>

<https://www.liveworksheets.com/w/en/general-science/1541957>

<https://www.liveworksheets.com/w/en/english-second-language-esl/289330>

Fry Word List: https://sightwords.com/wp-content/uploads/fry_1st_100_Updated-2.pdf

Weather pattern worksheet:

<https://www.pinterest.com/pin/488922103295616605/>

<https://www.sciencekids.co.nz/quizzes/wordsearch/weather.html>

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:

- Elkonin boxes: those are a series of squares used to help learners break down the sounds they hear in words into phonemes.
- Use large puzzle pieces depicting types of weather (at least four pieces)
- A pocket chart can be used so learners could manipulate word and picture cards to engage in reading sentences about the weather.
- Clothes and weather pin activity: <https://wunderkiddy.com/activity/clothes-and-weather>
- Use playdough (red, yellow, blue) to create primary colours orange, green, purple, etc

Resources for a learner who needs challenge:

- Play weather bingo (use website to create bingo cards using weather pictures) <https://bingobaker.com/>
- Content for weather bingo: <https://www.pinterest.com/pin/free-printable-weather-bingo-gift-of-curiosity--499407046160949497/>
 - Write the beginning letter for each weather word. <https://twistynoodle.com/my-weather-book-232-minibook/>

Online jigsaw puzzles depicting weather types:

<https://www.jspuzzles.com/en/outdoors/sky/cloud/cumulus/2455799?size=4&cut=8&scale=3>

- Complete word search puzzle
- Create and play a memory game using cards with pictures of the different types of weather and cards with the names to match.
- Complete online worksheet
<https://www.liveworksheets.com/w/en/english-second-language-esl/511678>
- Complete “I Spy the Weather” worksheet.
<https://rosiereader.com/i-spy-weather/>
- Create “My Weather Book” with pictures of different types of weather or clothing worn in a particular type of weather and write simple sentences.
- Dress for the weather activity
<https://www.twinkl.com.hk/resource/us-a-10-dress-for-the-weather-activity-sheet>

II. WEEK TWO

Essential Question: Is the weather important?

Question for Week Two: What different kinds of weather do we have? What seasons do we have?

Language Arts – Plans for the Unit (5 weeks)

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 **c (k), e, h, r, m, d** will be the focus. The teacher might do some “stand-alone” lessons to introduce the children to these letters/sounds. Please see the *Curriculum Outcomes and Guide for Effective Strategies* for many ideas for teaching children letters/sounds.

Phonemic Awareness skills will commence and the focal point will be on initial phoneme isolation in words related to this Integrated Unit, such as “rain”. 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 **it, not, run, up, we, away, find, help, here, jump, little, my** will be the focus. The teacher might do some “stand-alone lessons” to introduce these words. Please see the *Curriculum Outcomes and Guide for Effective Strategies* for many ideas for teaching high frequency words.

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

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.6 observe how tone, fluency and intonation impact meaning and mood</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p> <p>Language Arts - Reading and Viewing</p> <p>2.3 connect background knowledge to the titles and pictures of fiction and nonfiction passages to build a foundation of understanding</p>	<p>Language Arts - Observation, Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 and 1.10 based on observation and conversation with the learners.</p> <p>Language Arts - Reading and Viewing</p> <p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.3, 2.5, 2.8 and 2.9 based on observation and conversation with the learners.</p>	<p>Introduction to Week Two: Language Arts and Social Studies: Read Aloud</p> <p>The teacher will engage learners in a Read Aloud for the week. The story can be read in parts throughout the week focusing on various lessons, until it is completed.</p> <p>Read Aloud Story “What Will the Weather Be Like Today?” https://www.youtube.com/watch?v=BgvbpxTX0rM</p> <p>Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for ideas of ways to enhance the development of Language Arts outcomes through a Read Aloud. Also, provided here are some suggestions for steps for a Read Aloud.</p> <p>Before:</p> <ul style="list-style-type: none"> • The teacher will ask learners the weekly question: “What different kinds of weather do we have?”, and invite them to share their favourite types of weather. The teacher will also ask “What seasons do we have?” • The teacher will begin the Read Aloud video by showing the image of the book cover to be read and ask the learners what they think the story is about based on the title and the illustrations. • The teacher will have learners review the key vocabulary words related to weather, such as; rainy, sunny, windy and cloudy by completing a matching activity of the words to a picture which best describes it. The words can be read to learners if needed. <p>During:</p> <ul style="list-style-type: none"> • The teacher will begin the Read Aloud video. As pages are read, the teacher will pause occasionally to








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>2.8 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>Social Studies – Myself – Spatial Thinking</p> <p>3.7 describe various weather conditions (K)</p>	<p>Social Studies- Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Spatial Thinking Outcome 3.7 based on observation and conversation with the learners.</p>	<p>point out to illustrations or ask comprehension questions or make predictions which would help guide those following main concepts being covered in the story: ‘What is Weather?, Seasons, What is the Sun?, What is Wind?,</p> <ul style="list-style-type: none"> • What are Clouds? What is a Thunderstorm? Rainbows, and ‘What is your favourite Type of Weather? • The teacher can use engagement activities with learners to interact with the story parts read. When reading about sunny weather, learners can be invited to stand up and do their best sunshine dance. When reading about the rainy weather, learners can mimic sounds of the rain using various parts of their bodies or actions. When reading about the windy weather, learners can pretend to blow things away or act like the items being blown away. <p>After:</p> <ul style="list-style-type: none"> • After finishing the story, the teacher can ask learners to name the different types of weather from the story and express their feelings about the different types of weather. • Learners can talk about their favourite parts of the story and share what they learned. Or, learners can draw their favourite part of the story using their own illustrations and present it to a friend. • Learners will go outside and describe the type of weather based on information they learned from the story read.

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>2.4 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>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 2.4, 2.5, 2.7, 2.8, 2.11 and 2.15 based on observation and conversation with the learners.</p>	<p>Language Arts, Mathematics, Science, and Social Studies: Class Weekly Weather Chart</p> <p>The teacher will create a simple weather chart together with the learners to hang up in the classroom, and to work with each day of the week. This chart should be repeated for Weeks 3, 4, and 5 of this unit. To make the chart, learners can be given various responsibilities to draw, colour, and select pictures on a computer or print with the teacher, images representing the different types of weather. Or paste, design, help cut and hang the chart up in the classroom.</p> <p>Along with the chart, there can also be a sentence strip where learners have to add the missing word to describe the weather. “Today it is”</p> <p>Each day a different learner will be designated to be the ‘weather reporter’ and place the appropriate weather symbol on the chart based on what is observed outside, as well as find the appropriate word to complete the sentence which describes the weather.</p> <p>https://www.pinterest.com/pin/practical-life--683280574698657521/ (weather chart with pictures).</p> <p>Through a whole class discussion with the teacher, the learners will interpret the class weather chart at the end of every week by responding to the following questions:</p> <ol style="list-style-type: none"> 1. Which type of weather did we have the most this week? 2. Which type of weather did we have the least this week?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>2.8 begin to apply comprehension strategies to visualize, predict and connect</p> <p>2.11 Recognise and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Language Arts - Writing and Representing</p> <p>3.5 learn to print the upper and lower case letters of the alphabet</p> <p>3.6 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 – Measurement</p> <p>5.2.2 identify days, weeks, months, holidays, and seasons (standard units of measure)</p> <p>5.2.3 recite days of the week and months of the year in order</p> <p>Mathematics - Data Management and Probability</p> <p>6.1.1 collect simple sets of data in the class and school environment using observation.</p> <p>6.1.2 describe data classification.</p> <p>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 Writing and Representing Outcomes 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 Measurement Outcomes 5.2.2 and 5.2.3 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Data Management and Probability Outcomes 6.1.1, 6.1.2, 6.1.3 and 6.1.4 based on observation and conversation with the learners.</p>	<p>3. How many days in the week were rainy/ sunny/ windy?</p> <p>4. Did we have any days with more than one type of weather?</p> <p>Patterns over time: The teacher will examine the chart with the learners at the end of each week to look for patterns. Perhaps the learners will note that there were three sunny days in a row. Perhaps they can look at the 5 days of the week and notice that there was a pattern of sunny days, with no rain, or something like that. Then, they will compare this to other weeks during the unit.</p> <p>The teacher will use this class weather chart to review the days of the week with the class.</p> <p>Throughout this ILS, the teacher will make direct connection to Science outcomes 3.3.2, 3.3.3, and 3.3.5.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>6.1.4 describe the results of classification and data collection activities</p> <p>Science – Weather and Climate</p> <p>3.3.2 understand that people measure weather conditions to describe and record the weather and to notice patterns over time</p> <p>3.3.3 can tell one example of a weather pattern that could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days is different in different months</p> <p>3.3.5 use and share observations of local weather conditions to describe patterns over time</p> <p>3.3.6 keep track of numbers of sunny, windy, and rainy days in a month</p> <p>Social Studies – Myself – Spatial Thinking</p> <p>3.7 describe various weather conditions (K)</p> <p>3.8 observe and record different weather conditions (S)</p>	<p>Science: Observation and Conversation</p> <p>The teacher will enter information into the checklist for Weather and Climate Outcomes 3.3.2, 3.3.3, 3.3.5 and 3.3.6 based on observation and conversation with the learners.</p> <p>Social Studies: Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Spatial Thinking Outcomes 3.7 and 3.8 based on observation and conversation with the learners.</p>	


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts -Listening and Speaking</p> <p>1.2 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>1.10 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>2.9 demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing.</p>	<p>Language Arts- Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 and 1.10 based on observation and conversation with the learners.</p> <p>Language Arts- Reading and Viewing</p> <p>The teacher will enter information into the checklist for Reading and Viewing Outcome 2.9 based on observation and conversation with the learners.</p>	<p>Language Arts and Social Studies – Video and Nature Walk</p> <p>-Analyse and Discuss a Video. All About the Weather: https://youtu.be/ZfamR09Jklw</p> <p>The Teacher will have learners view a short YouTube video displaying various weather conditions. After watching the video, learners will answer the question ‘What is your favourite type of weather? Why?’</p> <p>- A Nature Walk- comparison with the video: Learners will talk about the weather outside by going on a nature walk. They will talk about what they see, hear and feel. They will count clouds, water puddles, etc. They can state the colour of the clouds, sun, water puddles, etc. Learners will state what other weather conditions they know that were not displayed in the video or on their nature walk (stormy, snowy, etc.)</p> <p>The learners will be asked to draw the type of weather being experienced presently.</p> <p>Weather “I Spy” Game</p> <p>This game can be used to help the learners observe and identify the different types of weather conditions. The teacher will explain to the learners that the weather changes from day to day, and briefly review the different weather conditions such as, rainy, sunny, cloudy and windy, while using a weather chart with the various weather symbols. Then the teacher will take the learners either to a large window or outside and tell them that they will be playing a game; “I Spy”. The teacher can explain the rules of the game to the learners by going first. The teacher will state “I spy</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Social Studies – Myself – Spatial Thinking</p> <p>3.7 Describe various weather conditions (K) 3.8 Observe and record different weather conditions (S)</p>	<p>Social Studies – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Spatial Thinking Outcomes 3.7 and 3.8 based on observation and conversation with the learners.</p> <p>Social Studies – Product</p> <p>The learners will use the children’s drawing (to determine if the child is demonstrating understanding of the two Social Studies outcomes.</p>	<p>with my little eye something fluffy and white (or any other weather condition). Learners will take turns guessing. After a correct guess, a learner can try out the game. After several rounds of the game, the learners will discuss the different types of weather conditions identified and asked to share their observations.</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</p>	<p>Language Arts- Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 and 1.10 based on observation and conversation with the learners.</p>	<p>Language Arts, Science, and Social Studies: Song/ Rhyme - ‘The Itsy-Bitsy Spider’ -</p> <p>The teacher will present the rhyme with pictures on a large chart. The teacher will read the title of the rhyme and ask learners if they have ever heard or sang the rhyme before. The teacher will sing the rhyme and have learners to do the same. The teacher can ask the learners to discuss what the rhyme is about line by line.</p> <div data-bbox="1255 1047 1491 1356" style="border: 1px solid black; padding: 5px;"> <p>The Itsy Bitsy Spider</p> <p>The itsy-bitsy spider </p> <p>Climbed up the water spout </p> <p>Down came the rain </p> <p>And washed the spider out! </p> <p>Out came the sun </p> <p>And dried up all the rain </p> <p>And the itsy-bitsy spider </p> <p>Climbed up the spout again!</p> </div> <p>The Itsy Bitsy Spider Story Telling Kit by Preschool Perfect TPT (teacherspayteachers.com)</p>

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</p> <p>Language Arts - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms 2.3 connect background knowledge to the titles and pictures of fiction and nonfiction passages to build a foundation of understanding 2.4 develop understanding and application of the Concepts of Print 2.5 develop knowledge about the purpose and variety of texts that are read or read to them 2.6 browse through a variety of images, and nonfiction material in pre-emergent and emergent level passages, or passages of interest, to discover information 2.7 demonstrate understanding of some environmental print and pictorial information 2.8 begin to apply comprehension strategies to visualize, predict and connect 2.9 demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing. 2.10 connect words and images in pre-emergent and emergent level texts to background knowledge 2.11 recognize and use a variety of high frequency words 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, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14 and 2.15 based on observation and conversation with the learners.</p>	<p>After going through the first four lines in the rhyme, the teacher will ask the learners the following questions:</p> <ul style="list-style-type: none"> • What was the weather like for the spider? • How do you think the spider felt? (If the learners respond by stating an emotion such as sad, then the teacher can ask - ‘Why did the weather make the spider feel that way?’ <p>Then, after going through the last four lines of the rhyme, the teacher can repeat the same questions as before. The teacher can add an additional question - ‘if you were the spider, which type of weather would you prefer?’ Learners will share their responses. Then, sing along with the teacher to learn the rhyme.</p> <p>The teacher will use this Shared Reading opportunity to reinforce and encourage development of sight words, letter sounds, identifying letters, etc. Link to the “green box” just before Week One. Also, please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for more ideas of enhancing a Shared Reading experience.</p> <p>Colouring and Writing Activity The learners will sing the rhyme and the teacher can ask them -</p> <ul style="list-style-type: none"> • What did the spider do? • What types of weather did the spider face? How do you know this? <p>Then using an example like the picture below, the learners will be asked to colour the itsy-bitsy spider and write on the</p>



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>such as names and pre-emergent level high-frequency words</p> <p>2.12 participate in shared reading and use the meaning and flow of the language to anticipate upcoming words</p> <p>2.13 begin to demonstrate fluency and phrasing during shared reading, independent and guided reading of emergent level passages</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Language Arts - Writing and Representing</p> <p>3.2 assign meaning to experimental drawing and writing</p> <p>3.3 begin expressive writing to share ideas and real and imagined topics</p> <p>3.5 learn to print the upper and lower case letters of the alphabet</p> <p>3.6 connect spoken language(s) to written language and other representations (e.g. drawings)</p> <p>3.7 connect phonological awareness to letter shapes</p> <p>3.8 Spell name and some words of personal importance correctly</p>	<p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.2, 3.3, 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 children’s writing activity will provide the teacher with assessment data on the Writing and Representing SCOs.</p>	<p>spaces provided one kind of weather the spider liked or did not like (the teacher can scribe learners’ responses).</p> <div data-bbox="1255 456 1488 643" data-label="Image"> </div> <hr/> <hr/> <hr/>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Science – Weather and Climate</p> <p>3.3.1 understand that the weather makes a difference to people, plants and animals.</p> <p>Social Studies – Myself – Spatial Thinking</p> <p>3.7 describe various weather conditions (K) 3.8 observe and record different weather conditions (S)</p>	<p>Science- Observation and Conversation</p> <p>The teacher will enter information into the checklist for Weather and Climate Outcome 3.3.1 based on observation and conversation with the learners.</p> <p>Social Studies – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Spatial Thinking Outcomes 3.7 and 3.8 based on observation and conversation with the learners.</p>	
<p>Language Arts - Listening and Speaking</p> <p>1.1 listen to music, conversation and environmental sounds for personal enjoyment 1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing. 1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect 1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages 1.5 become aware of how effective listening enhances understanding 1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p>	<p>Language Arts- Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8 and 1.10 based on observation and conversation with the learners.</p>	<p>Language Arts and Social Studies,; Expression through the Arts</p> <p>Weather Wheel Craft</p> <p>Learners will use large paper plates and materials of their choice to make a weather wheel showing four types of weather (sunny, rainy, cloudy, and windy). Part of their weather wheel will include an arrow to point to the type of weather needed. Learners will use their weather wheels to track the changes in the weather throughout the day and to help predict the weather. Their observations will be shared to the whole class, where they would need to state the different kinds of weather.</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>Social Studies – Myself – Spatial Thinking</p> <p>3.7 describe various weather conditions (K)</p> <p>3.8 observe and record different weather conditions (S)</p>	<p>Social Studies - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Spatial Thinking Outcomes 3.7 and 3.8 based on observation and conversation with the learners.</p>	<p>Sample of a weather wheel</p>  <p>Social Studies and Music: Weather Dance</p> <p>The teacher will play instrumental music and ask learners to dance freely around the room, expressing different types of weather through movement. Learners can move like they're walking in the rain; stomping their feet in puddles of water as they dance, or swirl their bodies like the wind, or behave like sunbeams. The teacher will provide learners with props like umbrellas, sun hats and scarves to enhance the movements and add fun. Then, learners can select their own instruments to play along, such as tambourines to mimic rain or tapping drums to mimic thunder. Afterwards, learners will be invited to share the sounds that they made or heard and state the type of weather associated with those sounds.</p> <p>Social Studies and Arts</p> <p>The teacher will explain to learners that today they will be creating paintings inspired by different types of weather. To</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>engage a discussion, the teacher will ask learners the following questions:</p> <ol style="list-style-type: none"> 1. What does sunny weather look like? 2. How can we represent windy weather in our paintings? 3. What colours might we use for a rainy day? <p>Learners will be encouraged to use their imagination to come up with ideas for their paintings. Using large sheets of paper and paints, learners will choose a type of weather and start their artwork. When the paintings are completed, learners will write their names on their art pieces and hang them on the wall in the classroom. The learners will put up an art exhibition, where the teacher will invite another class to view the learners’ work, and the learners would get an opportunity to describe their art.</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 and Science: Seasonal Changes</p> <p>The teacher will use floor tape to divide the class into half (two groups) to represent our two seasons: wet season and dry season. Give one half of the class cut-outs sunglasses and the other half of the class mini cut-outs umbrellas. The learners will be asked why they think the classroom is set up in this way. Then, the teacher will also ask the learners if they have ever noticed that sometimes it rains a lot, while other times it does not rain much at all. The teacher will explain the result of two seasons with different types of weather.</p> <p>The teacher should introduce the idea of “weather pattern” and explain that there is a pattern of sunny days, or a pattern of rainy days, depending on the season. The weather pattern repeats every year, with the season. One season is wet,</p>

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<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>Science – Weather and Climate</p> <p>3.3.2 Understand that people measure weather conditions to describe and record 3.3.3 Can tell one example of a weather patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days is different in different months. the weather and to notice patterns over time 3.3.4 can list the seasons there are in their country</p> <p>Social Studies – Myself – Spatial Thinking</p> <p>3.7 describe various weather conditions (K) 3.8 observe and record different weather conditions (S)</p>	<p>Science - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Weather and Climate Outcomes 3.3.2, 3.3.3, and 3.3.4 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 – Spatial Thinking Outcomes 3.7 and 3.8 based on observation and conversation with the learners.</p>	<p>which the umbrella group represents, and the other season is dry, which the sunglasses group represents. The teacher will draw a line halfway down the whiteboard or blackboard, and label one side wet season and the other side dry season using drawn examples of the same symbols as an umbrella and sunglasses to help distinguish the labels for the learners. Learners will be asked:</p> <ul style="list-style-type: none"> • What do you think happens during the wet season? • How is the dry season different to the wet season? • What types of activities do people do during each season? <p>Learners’ responses will be recorded by the teacher in the appropriate column on the board. The teacher might want to show the video about Wet and Dry Seasons to the class (see below in Additional Resources). The teacher will tell the children the time (month) that the wet and dry seasons usually begin in their region.</p> <p>Investigative Matching Activity</p> <p>Learners will investigate pictures and match them to one of the two seasons in the Caribbean - Wet Season and Dry Season. The teacher will place learners in small groups and give them some pictures showing plant fields, farms with animals, people, activities and water bodies. In groups the learners will investigate the pictures for clues/ evidence to determine the type of season. A learner from each group will share on behalf of its members by explaining the clues/ evidence found.</p> <p>Learners will discuss and draw the weather of the day and state their likes and dislikes about that particular type of weather condition.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>For example:</p>  
<p>Language Arts - Listening and Speaking</p> <p>1.1 listen to music, conversation and environmental sounds for personal enjoyment</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>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,</p>	<p>Language Arts – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9 and 1.10 based on observation and conversation with the learners.</p>	<p>Language Arts, Mathematics, and Science: Weather Patterns</p> <p>The teacher will ask learners to name the different types of weather that they know. They will discuss briefly what each type of weather looks like. The teacher will explain to learners that they will be learning about patterns using pictures of different types of weather. The teacher will explain that a pattern is something that repeats in a predictable way.</p> <p>Before attempting to use the weather types pictures, the teacher will use the learners to show patterns such as; boy-girl, boy-girl, boy-..... and ask them who comes next: boy or girl. Then another example on a white board/ blackboard to illustrate patterns with two colour shades like; red-yellow, red-yellow, red-..... (Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for additional ways to help children learn about Patterning).</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>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>Mathematics – Pattern and Relationship</p> <p>3.1.1 create simple repeating patterns (2 elements)</p> <p>3.1.2 extend simple repeating patterns (2 elements)</p> <p>3.1.3 copy a given repeating pattern</p> <p>Science – Weather and Climate</p> <p>3.3.3 Can tell one example of a weather patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days is different in different months. the weather and to notice patterns over time</p> <p>3.3.4 can list the seasons there are in their country</p>	<p>Mathematics - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Pattern and Relationship Outcomes 3.1.1, 3.1.2 and 3.1.3 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 Weather and Climate Outcome 3.3.3 and 3.3.4 based on observation and conversation with the learners.</p>	<p>Afterwards, learners will attempt together patterns using the weather type pictures before being asked to do it independently.</p> <p>Using weather cards learners will complete a simple pattern</p> <p>For example:</p> <div data-bbox="1255 553 1591 805" data-label="Image"> </div> <p>Note: For differentiated activity; learners can create weather symbols with playdoh and formulate patterns under the guidance of the teacher.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>End of Week Two:</p> <p>Reassessing Previous Checklists</p> <p>The teacher might want to use the assessment strategy tools used throughout the week to reassess learners for new knowledge/improvements.</p> <p>Teacher will make notes in the anecdotal notes area of learners who may have been able to master the concept by the end of the week with dates.</p>	<p>End of Week Two: Language Arts, Science, and Social Studies, – Gallery Walk, Fashion Show</p> <p>The teacher will do a Gallery Walk with the children to look at all the displays that were created during the week. The teacher will focus on the questions for the week: What different kinds of weather do we have? What seasons do we have? The discussion should lead to a review of the Social Studies and Science outcomes for the week.</p> <p>Concluding Event: Weather Fashion Show - Learners and the teacher will have a fashion show to model a variety of clothes and items that can be worn in different types of weather.</p> <p>The teacher would have requested prior that learners bring in clothing items or other objects that are suitable. For example, when it is raining outside and when it is sunny outside; such as raincoats, umbrellas, sweaters, jackets, sunglasses, hats, and boots. Learners will discuss the items they brought and the type of weather they will be representing in the Fashion Show. Then learners will model their clothing items along a make-shift runway in the classroom.</p>

Additional Resources

[DRY & WET SEASON. Teachable Moments \(youtube.com\)](https://www.youtube.com/watch?v=...)

Useful Content for the Teacher

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

Resources for a learner who is struggling:

Weather chart and cards, matching game and season sorting game

https://www.etsy.com/ca/listing/929315271/weather-learning-weather-chart-todays?fbclid=IwAR0PkRbT-HDBi9qan8lapZfrMMKvgaGyoS6Gyi488XYIoKA1LNaii7pgJB0&load_webview=1&bid=kJ6nALod7tDqfQ08QeF4rjNuT-1h

Resources for a learner who needs challenge:

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

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

III. WEEK THREE

Essential Question: Is the weather important?

Question for Week Three: How does the weather make a difference to the land and water around us?

Language Arts – Plans for the Unit (5 weeks)

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 **c(k), e, h, r, m, d** will be the focus. The teacher might do some “stand-alone” lessons to introduce the children to these letters/sounds. Please see the *Curriculum Outcomes and Guide for Effective Strategies* for many ideas for teaching children letters/sounds.

Phonemic Awareness skills will commence and the focal point will be on initial phoneme isolation in words related to this Integrated Unit, such as “rain”. 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 **it, not, run, up, we, away, find, help, here, jump, little, my** will be the focus. The teacher might do some “stand-alone lessons” to introduce these words. Please see the *Curriculum Outcomes and Guide for Effective Strategies* for many ideas for teaching high frequency words.

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

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.6 observe how tone, fluency and intonation impact meaning and mood</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p> <p>Science – Weather and Climate</p> <p>3.1.1. understand that sunlight can make a difference to things on the earth's surface</p> <p>3.1.2 observe that soil may change when the sun is shining</p> <p>3.1.3. observe that a wet rock may change when the sun is shining on it</p> <p>3.1.4 observe that a puddle may change when the sun is shining on it</p>	<p>Language Arts – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 and 1.10 based on observation and conversation with the learners.</p> <p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Weather and Climate Outcomes 3.1.1, 3.1.2, 3.1.3 and 3.1.4 based on observation and conversation with the learners.</p>	<p>Introduction to Week Three:</p> <p>Language Arts and Science: Outdoor Picnic / Discussion</p> <p>The teacher will organize an outdoor picnic with the learners. It could be under the shade of a large tree near the school, or in a nearby park. Learners will be asked to act like police detectives and observe their surroundings through sight, touch and smells; such as dry patches of grass and other areas with fresh green grass or plants, animals feeding, muddy areas if any, puddles if any, dry and dusty ground, movement of leaves on trees and movement of the sea or a river if it can be seen from a distance.</p> <p>The teacher will ask the learners the essential question for the week: <i>How does the weather make a difference to the land and water around us?</i> Learners will explore the area in a safe way while sharing their observations.</p>








Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Social Studies – Myself – Spatial Thinking</p> <p>3.7 describe various weather conditions (K) 3.8 observe and record different weather conditions (S)</p>	<p>Social Studies – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Spatial Thinking Outcomes 3.7 and 3.8 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 1.6 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 - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms 2.4 develop understanding and application of the Concepts of Print</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 - Reading and Viewing</p> <p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.2, 2.3, 2.7, 2.8, 2.11, 2.12, 2.13, 2.14 and 2.15 based on observation and conversation with the learners.</p>	<p>Language Arts, Science, and Social Studies (Extension to Outdoor Picnic Activity): Shared Writing</p> <p>The teacher will have learners gather in a circle and discuss the outdoor picnic. The learners will be asked to share their favourite parts of the picnic and their observations about the weather. The teacher will write down on either chart paper or board, some of the keywords the learners mention about the picnic and the weather. The learners will be encouraged to think about:</p> <ul style="list-style-type: none"> - What the weather was like (sunny, windy, cloudy, etc.) - How the weather felt (hot, cold, warm, etc.,) - Activities they did while outside because of the weather (collected leaves, jumped over puddles of water, played a game, etc.) <p>During that time, the teacher will inform the learners that they will be writing a short story together about their outdoor picnic, by using the keywords from the discussion to complete sentences that are given and read by the teacher. The emphasis on keywords should include the high frequency/sight words for the week (jump, little, help, my) and the emphasis on the sounds (/m/ as in ‘my’, and /h/ as in ‘help’)</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<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 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>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>3.7 connect phonological awareness to letter shapes</p> <p>Science: Weather and Climate</p> <p>3.1.1. understand that sunlight can make a difference to things on the earth’s surface</p> <p>3.1.2 observe that soil may change when the sun is shining</p> <p>3.2.3. observe that a wet rock may change when the sun is shining on it</p>	<p>Language Arts – Product</p> <p>The children’s writing activity will provide the teacher with assessment data on the Writing and Representing SCOs.</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>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Weather and Climate Outcomes 3.1.1, 3.1.2, 3.2.3 and 3.2.4 based on observation and conversation with the learners.</p>	<p>Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for additional ideas to help children develop their high frequency/sight words, and also ideas for leading a Shared Writing and Shared Reading experiences.</p> <p>Examples of sentence starters that the teacher may put on the chart and ask for suggestions from learners to complete, such as:</p> <p><i>On Monday, we had a picnic and the weather was _____.</i></p> <p><i>We felt _____, so we _____ outside.</i></p> <p>Then the teacher will read aloud the completed story to the learners, pointing to each word as it is read. Learners will be encouraged to participate in reading aloud (Shared Reading).</p> <p>The teacher will explicitly discuss the Science SCOs: 3.1.1, 3.1.2, 3.2.3, 3.2.4 with the children.</p> <p>After completing the shared writing task, the learners will draw one picture to represent their favourite picnic moment. The learners will be given tape to display their pictures around the completed story.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies										
<p>3.2.4 observe that a puddle may change when the sun is shining on it</p> <p>Social Studies – Myself – Spatial Thinking</p> <p>3.7 describe various weather conditions (K) 3.8 observe and record different weather conditions (S)</p>	<p>Social Studies – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Spatial Thinking Outcomes 3.7 and 3.8 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</p> <p>Language Arts - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</p>	<p>Language Arts – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7 and 1.8 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.4, 2.7,</p>	<p>Language Arts, Mathematics, and Social Studies - Weather Likes and Dislikes</p> <p>The teacher will ask the children some questions and use their answers to complete a data collection chart. The teacher can begin with the category of favourite type of weather (sunny, rainy, cloudy, windy) to collect data for representation in a graph. For example:</p> <p>Favourite Weather</p> <table border="1" data-bbox="1312 992 1858 1349"> <thead> <tr> <th>Learner Name</th> <th>Favourite Weather</th> </tr> </thead> <tbody> <tr> <td>Danny</td> <td>Rainy</td> </tr> <tr> <td>Philip</td> <td>Sunny</td> </tr> <tr> <td>Ruby</td> <td>Sunny</td> </tr> <tr> <td>Sam</td> <td>Windy</td> </tr> </tbody> </table> <p>(The teacher may print the first names of the learners in the class in the left column of the chart. Learners will read or identify their names to answer when their name comes up.</p>	Learner Name	Favourite Weather	Danny	Rainy	Philip	Sunny	Ruby	Sunny	Sam	Windy
Learner Name	Favourite Weather											
Danny	Rainy											
Philip	Sunny											
Ruby	Sunny											
Sam	Windy											

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies															
<p>2.4 develop understanding and application of the Concepts of Print 2.7 demonstrate understanding of some environmental print and pictorial information 2.11 recognize and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words 2.12 participate in shared reading and use the meaning and flow of the language to anticipate upcoming 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>3.8 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 1.2.2 answer the question; How many are in the set? using the last number counted in a set 1.2.3 in a fixed arrangement, starting in different locations, can show that the count of the number of objects in a set does not change</p> <p>Mathematics - Data Management and Probability</p> <p>6.1.1 collect simple sets of data in the class and school environment using observation. 6.1.2 describe data classification.</p>	<p>2.11, 2.12 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 Outcome 3.8 based on observation and conversation with the learners.</p> <p>Mathematics – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Number Sense Outcomes 1.1.1, 1.2.2 and 1.2.3 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Data Management and Probability Outcomes</p>	<p>Or, learners may be given the practice of writing their names in the left column of the chart)</p> <p>From the chart of favourite weather, the teacher will create a Tally Chart (example below).</p> <p>Tally Chart</p> <table border="1" data-bbox="1312 532 1963 1008"> <thead> <tr> <th>Favourite Weather</th> <th>Tally</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Rainy</td> <td>1111</td> <td>4</td> </tr> <tr> <td>Sunny</td> <td>11</td> <td>2</td> </tr> <tr> <td>Windy</td> <td>111</td> <td>3</td> </tr> <tr> <td>Cloudy</td> <td>11</td> <td>2</td> </tr> </tbody> </table> <p>This activity can be further extended to learners being able to count and match numbers to their corresponding values. As well as, an opportunity for learners to practice writing the numbers. (See the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for activities to develop mathematics concepts, that can be used by the teacher)</p> <p>Then with the help of the learners, a picture graph can also be created using the weather symbols and the total number to represent the data from the tally chart.</p> <p>NB: Other examples of data, remembering the picnic, can be collected and used to eventually create picture graphs, by</p>	Favourite Weather	Tally	Total	Rainy	1111	4	Sunny	11	2	Windy	111	3	Cloudy	11	2
Favourite Weather	Tally	Total															
Rainy	1111	4															
Sunny	11	2															
Windy	111	3															
Cloudy	11	2															

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>6.1.3 use counting to determine the number of objects in a group 6.1.4 describe the results of classification and data collection activities</p> <p>Social Studies – Myself – Spatial Thinking</p> <p>3.7 describe various weather conditions (K) 3.8 observe and record different weather conditions (S)</p>	<p>6.1.1 6.1.2, 6.1.3 and 6.1.4 based on observation and conversation with the learners.</p> <p>Social Studies – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Spatial Thinking Outcomes 3.7 and 3.8 based on observation and conversation with the learners.</p>	<p>asking the learners questions such as who saw puddles of water, or dusty ground, who felt the sun, or who saw the wind moving the leaves, etc.</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 1.6 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 1.2, 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, Social Studies, and Science: Song/ Rhyme - ‘The Itsy-Bitsy Spider’ -</p> <p>Note- This rhyme was introduced in Week Two, therefore, the learners should already be familiar with it.</p> <p>Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for specific ways to enhance a Shared Reading experience.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</p> <p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.7 demonstrate understanding of some environmental print and pictorial information</p> <p>2.8 begin to apply comprehension strategies to visualize, predict and connect</p> <p>2.11 recognise and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.12 participate in shared reading and use the meaning and flow of the language to anticipate upcoming words</p> <p>2.13 begin to demonstrate fluency and phrasing during shared reading, independent and guided reading of emergent level passages</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Science – Weather and Climate</p> <p>3.1.1. understand that sunlight can make a difference to things on the earth’s surface</p> <p>3.1.2 observe that soil may change when the sun is shining</p> <p>3.2.3. observe that a wet rock may change when the sun is shining on it</p> <p>3.2.4 observe that a puddle may change when the sun is shining on it</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.4, 2.7, 2.8, 2.11, 2.12, 2.13, 2.14 and 2.15 based on observation and conversation with the learners.</p> <p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Weather and Climate Outcomes 3.1.1, 3.1.2, 3.2.3 and 3.2.4 based on observation and conversation with the learners.</p>	<div data-bbox="1312 300 1774 771" style="border: 1px dashed black; padding: 10px; text-align: center;"> <p>The Itsy Bitsy Spider</p> <p>The itsy-bitsy spider </p> <p>Climbed up the water spout </p> <p>Down came the rain </p> <p>And washed the spider out! </p> <p>Out came the sun </p> <p>And dried up all the rain </p> <p>And the itsy-bitsy spider </p> <p>Climbed up the spout again!</p> <p><small>©Preschool Perfect 2018</small></p> </div> <p>The Itsy Bitsy Spider Story Telling Kit by Preschool Perfect TPT (teacherspayteachers.com)</p> <p>The teacher can have the learners sing the rhyme a few times while following it on a large chart.</p> <p>Pointing to the pictures in the rhyme, the teacher can engage learners in a discussion of how the land and water are affected by the types of weather we have.</p> <p>The teacher can ask the learners - ‘what happened in the spout as it rained? The learners may use words like wet, soaked, soggy, slippery; or even flood. The teacher will guide learners as much as possible with questions to get them thinking. Then, the teacher can ask learners if they have ever seen the land get filled with water when it rains and what happens around them when it does.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Social Studies – Myself – Spatial Thinking</p> <p>3.7 describe various weather conditions (K) 3.8 observe and record different weather conditions (S)</p>	<p>Social Studies – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Spatial Thinking Outcomes 3.7 and 3.8 based on observation and conversation with the learners.</p>	<p>The teacher should extend this activity by having learners do some “first hand” science experiments on the ground or in spaces outside. Learners can choose a particular place outside, pretend that it is raining by using a water bottle, and then talk about what changes happened to the ground or the space. Then, later during the day, the learners can return outside to where they made puddles on the ground to investigate the area to find out if it has dried up, and what may have caused the puddles to dry, and what they think happened to the water on the ground; Or, if the puddles are still there and why. The learners will return to the class and further try to explain the ideas of the water puddles outside. The learners can act like scientists and draw what happened to the water puddles. The teacher can point out that scientists observe carefully and they also record what they observe, often with words and pictures.</p>
<p>Language Arts - Listening and Speaking</p> <p>1.1 listen to music, conversation and environmental sounds for personal 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</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 and 1.8 based on observation and conversation with the learners</p>	<p>Language Arts, Science, and Music – Mr. Sun Song</p> <p>The teacher will play a video with the lyrics on the screen for learners to learn and sing along to the song: ‘Oh, Mr. Sun’</p> <p>Oh, Mr. Sun Nursery Rhymes Classic Little Fox Animated Songs for Kids (youtube.com)</p> <p>The teacher should have learners get into positions that they feel comfortable while learning the song. The learners can clap their hands or stamp their feet in time with the rhythm of the song.</p> <p>After performing the song a few times, the teacher and the learners will discuss each line of the song. The learners will say what they understand by each line. The learners will be asked, Do they like the sun? Do the land and rivers/sea like</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>Science: Weather and Climate</p> <p>3.1.1. understand that sunlight can make a difference to things on the earth’s surface</p>	<p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Weather and Climate Outcome 3.1.1 based on observation and conversation with the learners.</p>	<p>the sun? During that discussion the teacher can help learners understand the positive and negative impact of the sun.</p> <p>This is a song that the children could sing every day when the class fill in the daily weather chart (see Week Two), if the weather is sunny. If the weather is rainy, the class could sing The Itsy Bitsy Spider song</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: A Nature Walk –</p> <p>The teacher will explain to learners that they will be taking a weather walk around the school to explore the land and to carry along paper and pencils for drawing. (The teacher might have the papers clipped to a piece of cardboard so it’s easier for the children to handle). The learners will be asked to describe the type of weather outside. The teacher will explain that they will be using their senses; touch, smell, sight, and hearing to look out for ways that the land and water around them are changed by the weather. The teacher can start by giving an example so the learners will understand what they are expected to do. The learners can record their observations through drawing.</p> <p>The teacher can use the example of how a wet rock might change if the sun is shining on it. Firstly, the learners will observe or draw the dry rock. Then, the teacher will spray a bit of water on the rock, and the learners will watch to see how the sun can change the wet rock into a dry rock. The learners can also draw their observations showing this effect.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Science – Weather and Climate</p> <p>3.1.1. understand that sunlight can make a difference to things on the earth’s surface 3.1.2 observe that soil may change when the sun is shining 3.2.3. observe that a wet rock may change when the sun is shining on it 3.2.4 observe that a puddle may change when the sun is shining on it</p> <p>Social Studies – Myself – Spatial Thinking</p> <p>3.7 describe various weather conditions (K) 3.8 observe and record different weather conditions (S)</p>	<p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Weather and Climate Outcomes 3.1.1, 3.1.2, 3.2.3 and 3.2.4 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 – Spatial Thinking Outcomes 3.7 and 3.8 based on observation and conversation with the learners.</p> <p>Social Studies – Product</p> <p>The children’s drawings will provide the teacher with assessment data on the Social Studies SCO: 3.8</p>	<p>The learners can discuss their observations/ drawings in class in a follow-up lesson.</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. 1.5 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*</p>	<p>Language Arts – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.5, 1.6, 1.7 and 1.8 based on observation and conversation with the learners</p>	<p>Language Arts, Science and Social Studies:</p> <p>Weather Experiments - The teacher will set up stations outside the classroom where simple experiments on the effects of the weather will be performed and discussed by the learners. For example:</p> <ul style="list-style-type: none"> - Station 1: What changes happens to a rock when it rains, and then what changes happens to the rock after it is left a while in the sun? (NB: Sprinkle water and observe what happens)

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>Science – Weather and Climate</p> <p>3.1.1. understand that sunlight can make a difference to things on the earth’s surface 3.1.2 observe that soil may change when the sun is shining 3.2.3. observe that a wet rock may change when the sun is shining on it 3.2.4 observe that a puddle may change when the sun is shining on it</p> <p>Social Studies – Myself – Spatial Thinking</p> <p>3.7 describe various weather conditions (K) 3.8 observe and record different weather conditions (S)</p>	<p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Weather and Climate Outcomes 3.1.1, 3.1.2, 3.2.3 and 3.2.4 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 – Spatial Thinking Outcomes 3.7 and 3.8 based on observation and conversation with the learners.</p>	<ul style="list-style-type: none"> - Station 2: What changes happen to the soil when it rains, and what changes happen to a puddle when it is sunny? (NB: Sprinkle lots of water and observe what happens) - Station 3: What changes happen to water in a large bowl if it is windy? (NB: Use a powerful fan, or hair-dryer for demonstration and observe what happens) - Station 4: What changes happen to a mountain when it rains heavily and for a long time? (NB: Learners will pour cups of water down a model clay mountain and observe what happens) <p>After the station experiments, the learners will state which station was their favourite and why. They will also say if those were the changes they expected to happen or if before today they have seen those changes happen. Then, the learners can give an idea of a station experiment to observe changes that can happen because of the weather.</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. 1.5 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 1.2, 1.5, 1.6, 1.7 and 1.8 based on observation and conversation with the learners.</p>	<p>Science & Language Arts: Plant Observation/ Show and Tell</p> <p>The teacher would have asked learners before class to each bring in a potted plant. The learners will get turns to show and talk about their plants to the class. They can name their plants, describe the colours, where it is grown/ or found, and how they think their plants grow. After the learners have had their turns, the teacher will ask them what they think is their plant's favourite weather to grow, and also how the weather conditions help their plants grow.</p> <p>Then, the learners will each draw their plant and write a sentence with the help of the teacher about what kind of weather conditions help their plant to grow.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts: Reading and Viewing</p> <p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.11 recognize and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Language Arts: Writing and Representing</p> <p>3.2 assign meaning to experimental drawing and writing</p> <p>3.3 begin expressive writing to share ideas and real and imagined topics</p> <p>3.4 use peer collaboration and classroom tools to assist in writing process</p> <p>3.5 learn to print the upper and lower case letters of the alphabet</p> <p>3.6 connect spoken language(s) to written language and other representations (e.g. Drawings)</p> <p>3.7 connect phonological awareness to letter shapes</p> <p>3.8 spell name and some words of personal importance correctly</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.4, 2.11, 2.14 and 2.15 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.2, 3.3, 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 children’s writing activity will provide the teacher with assessment data on the Writing and Representing SCOs.</p>	

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Science – Weather and Climate</p> <p>3.1.1. understand that sunlight can make a difference to things on the earth’s surface</p>	<p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Weather and Climate Outcome 3.1.1 based on observation and conversation with the learners.</p>	
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.5 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>Science – Weather and Climate</p> <p>3.1.1. understand that sunlight can make a difference to things on the earth’s surface</p>	<p>Language Arts – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.5, 1.6, 1.7 and 1.8 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 Weather and Climate Outcome 3.1.1 based on observation and conversation with the learners.</p>	<p>Language Arts and Science: Field Trip to a Local Farm-</p> <p>The learners will visit a local farm where the farmer will show and speak with them about how the weather helps his plants (fields) and animals. The farmer will explain how the rain, sun, and wind help make a difference to the plants and animals on his farm. The farmer can also share ways he conserves or uses the rainwater during the dry season, so the learners can understand the importance of the weather. The learners can come prepared to ask questions to the farmer.</p>
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p>	<p>Language Arts – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 and 1.8 based on observation and conversation with the learners.</p>	<p>Language Arts: Shared Writing (Extension to Field Trip Activity)</p> <p>Sight Words Emphasis: my, help</p> <p>Letter Sounds Emphasis: /h/, /m/</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.6 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 - 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>2.8 begin to apply comprehension strategies to visualize, predict and connect *</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>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.4, 2.7, 2.8, 2.11, 2.12, 2.13, 1.14 and 2.15 based on observation and conversation with the learners.</p>	<p>The teacher will explain to the learners that they will be making a thank you card together. The learners and the teacher will discuss the importance of saying thank you, and the teacher will inform them that they need to thank the farmer for the field trip. The teacher will help the children to remember what they saw and did on the trip to the farm. The teacher will ask learners what they would like to say on the card and write down those ideas on a chart or board. The teacher will choose the most popular ideas and begin writing on the chart or board. The teacher should find a way to incorporate the sight words: my, help; into the writing.</p> <p>For example:</p> <div data-bbox="1312 831 1948 1031" style="border: 1px solid black; padding: 10px;"> <p>Mr. Joe,</p> <p>Thank you for your help at the farm. It was a good day. My friends and I had fun.</p> </div> <p>As each sentence is written the learners will help the teacher find the words; my & help. After the words are pointed out, the learners will read the sentences together with the teacher. The teacher will also ask learners to identify where they hear the sounds; /h/ and /m/ in the words being read. The learners will practice saying those sounds with the help of the teacher and give other examples of words where they hear those sounds. Some of those words will be written on a separate side of the chart or board by the teacher.</p> <p>Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for ideas to help children develop their recognition</p>


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>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>3.7 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>of high frequency/sight words, and also ideas for leading a Shared Writing experience.</p> <p><u>Optional Activity:</u> Learners can be given construction paper to create individual cards with only the first sentence: ‘Thank you for your help at the farm’. Then choose to draw, colour, or paint a picture, or decorate their card with stickers. After, the teacher will either have one large card or a collection of individual cards to present to the farmer on behalf of 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>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 and Science: Sunlight Exploration-</p> <p>The teacher will use a large globe and a large flashlight to help support this lesson. The teacher can begin by asking the learners what is sunlight. Also, why is sunlight important? The teacher will show the learners a globe and explain what it is. Then, the teacher will use the flashlight to simulate sunlight shining on different parts of the globe. This can be done by spinning the globe and holding the flashlight steadily as the different parts are shown on the globe. The teacher will explain to the learners the effects of the sunlight in providing light and warmth to things on the earth which causes changes and makes some things grow. The learners can also take turns trying out the simulation activity with the flashlight and the globe or map. The teacher can also have the learners to pretend to be some of those things on the earth that the sunlight gives light and warmth and have them act it out. For example, the learners can pretend to be a forest and start as small as seeds or small plants and as the flashlight shines on them, they grow tall by standing up and opening their arms like branches on trees. Also, the learners can be taken outside to feel the warmth of the sunlight on different things; such as the soil, pavement, rocks, buildings, and plants/ grass.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Science – Weather and Climate</p> <p>3.1.1. understand that sunlight can make a difference to things on the earth’s surface 3.1.2 observe that soil may change when the sun is shining 3.2.3. observe that a wet rock may change when the sun is shining on it 3.2.4 observe that a puddle may change when the sun is shining on it</p>	<p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Weather and Climate Outcomes 3.1.1, 3.1.2, 3.2.3 and 3.2.4 based on observation and conversation with the learners.</p>	
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing. 1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect 1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages 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 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 and 1.8 based on observation and conversation with the learner</p>	<p>Language Arts, Science, and Social Studies : Weather Role Play</p> <p>The teacher will begin by asking learners the question for the week: How does the weather make a difference to the land and water around us? Then, the teacher will explain to the learners that they will be in groups to discuss this and act out how their type of weather can affect the land and water around them. The teacher will divide the class into four groups and give them costumes or props representing four different weather conditions (sun, rain, clouds, wind)</p> <p>NB: Each group will represent and play out a different weather condition:</p> <p>Group 1: Rain</p> <p>Group 2: Sun</p> <p>Group 3: Wind</p> <p>Group 4: Clouds</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Science – Weather and Climate</p> <p>3.1.1. understand that sunlight can make a difference to things on the earth’s surface</p> <p>Social Studies – Myself – Spatial Thinking</p> <p>3.7 describe various weather conditions (K)</p>	<p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Weather and Climate Outcome 3.1.1 based on observation and conversation with the learners.</p> <p>Social Studies – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Spatial Thinking Outcome 3.7 based on observation and conversation with the learners</p>	<p>After the learners are placed in their groups, the teacher with the help of learners through probing questions, will briefly explain what each weather condition does:</p> <p>Rain – Falls from the clouds, waters the plants, helps the plants to grow, creates water puddles on the ground, and fills the rivers and seas.</p> <p>Sun – Shines in the sky, makes the ground feel hot/ warm, helps the plants to grow, and dries up water on the ground.</p> <p>Wind – Blows across the land, rivers, and the sea, it can move the clouds and branches or leaves on trees and can make waves on the sea.</p> <p>Clouds – Can block the sun to prevent it from shining brightly, can make the ground feel cool, and can bring rain.</p> <p>Learners will act out each scenario one group at a time. Then there will be a discussion by the teacher and the learners about what happened to the land and water in each scenario. Questions such as the following can be asked by the teacher:</p> <ul style="list-style-type: none"> - What did the sun do to the land/water puddles? - How did the rain help the plants? - What happened to the land and rivers when it rained? - How did the wind affect the sea? <p>Then, the teacher will ask the learners the essential question: Is the weather important?</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>Language Arts – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4,</p>	<p>Language Arts and Science: Educational Video</p> <p>https://youtu.be/dD0ycPpUyM4?si=fhdUhMur01oH8A-</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.6 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 - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</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>1.5, 1.6, 1.7 and 1.8 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.11, 2.12, 2.13, 2.14 and 2.15 based on observation and conversation with the learners.</p>	<p>The teacher can begin by asking the learners ‘How does the weather affect us?’ Then, the learners will view the video (see the link above) on the effects of the Sun. The teacher will explain to the learners that they will be discussing the video afterward. The following questions can be asked by the teacher:</p> <ol style="list-style-type: none"> 1. What did you learn about the Sun? 2. How does the weather affect the ocean? 3. What can happen if there is no Sun? <p>Learners’ responses will be recorded by the teacher. This is a Shared Writing experience (please see <i>Curriculum Outcomes and Guide for Effective Strategies</i> for further information).</p> <p>The teacher will draw a big outline of a sun on a large piece of paper. The children will be invited to draw small sketches of people, places, and things that are effected by the sun. The teacher might want to show the video a second time to remind the children of some things they saw that they could put on the big sun mural.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Writing and Representing</p> <p>3.1 use shared ideas to co-construct stories 3.4 use peer collaboration and classroom tools to assist in writing process 3.7 connect phonological awareness to letter shapes</p> <p>Science – Weather and Climate</p> <p>3.1.1. understand that sunlight can make a difference to things on the earth’s surface 3.1.2 observe that soil may change when the sun is shining</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>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Weather and Climate Outcome 3.1.1 and 3.1.2 based on observation and conversation with the learners.</p> <p>Science – Product</p> <p>The children’s drawings on the big paper sun will provide the teacher with assessment data on the Science SCOs.</p>	
	<p>End of Week Three:</p> <p>Reassessing Previous Checklists</p> <p>The teacher might want to use the assessment strategy tools used throughout the week to reassess learners for new knowledge/improvements.</p> <p>Teacher will make notes in the anecdotal notes area of learners who may have been able to master the concept by the end of the week with dates.</p>	<p>End of Week Three: Language Arts & Science</p> <p>Group Project - Creating a Shoebox Diorama Note: This can be done in the classroom with groups as explained below, or done by the learners at home.</p> <p>The teacher will ask the learners discuss the question for Week Three: <i>How does the weather make a difference to the land and water around us?</i></p> <p>In particular, the teacher will ask the children to state examples of how the sun can make a difference to the land</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>and water around them. The children may be encouraged to think about the educational video they viewed previously and the other experiences they had this week.</p> <p>The teacher will divide the class into small groups and explain to the learners that they will be using a large shoebox to show one way that the weather affects the land or water, from everything that have been discussed. The teacher will provide the materials, such as; large shoeboxes, small cut-outs of weather symbols such as plain white clouds, rain clouds and sun, small models of plants, trees, animals, people, playdough, wikki-stix, coloured paper, etc. The learners will select the materials of their choice after they have discussed as a group, and work on creating their shoebox diorama. The learners' work can be placed on display on a table in the classroom.</p> <p><i>An example of a shoebox diorama</i></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: Is the weather important?

Question for Week Four: How do we know about the weather?

Language Arts – Plans for the Unit (5 weeks)

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 **c (k), e, h, r, m, d** will be the focus. The teacher might do some “stand-alone” lessons to introduce the children to these letters/sounds. Please see the *Curriculum Outcomes and Guide for Effective Strategies* for many ideas for teaching children letters/sounds.

Phonemic Awareness skills will commence and the focal point will be on initial phoneme isolation in words related to this Integrated Unit, such as “rain”. 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 **it, not, run, up, we, away, find, help, here, jump, little, my** will be the focus. The teacher might do some “stand-alone lessons” to introduce these words. Please see the *Curriculum Outcomes and Guide for Effective Strategies* for many ideas for teaching high frequency words.

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


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.6 observe how tone, fluency and intonation impact meaning and mood</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences*</p> <p>1.10 develop and apply vocabulary and language structures to enhance their</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>2.11 recognize and use a variety of high frequency words of personal importance, such</p>	<p>Language Arts – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 and 1.10 based on observation and conversation with the learners.</p> <p>Language Arts – 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, 2.11, 2.14 and 2.15 based on observation and conversation with the learners.</p>	<p>Introduction to Week Four: Language Arts, Science and Arts/Craft: Create Weather Journals</p> <p>The learners will be asked the question for the week: <i>How do we know about the weather?</i> Their responses will be recorded by the teacher for future reference throughout the week.</p> <p>Then the learners will be given sheets of white blank paper, two sheets of hard paper for front and back of a book, some crayons, stickers, glitter, glue, etc. They will be asked to use those things to create their own Weather Watch Journal. The teacher will be helping learners to put their journals together and show them completed examples of some weather journals.</p> <p>One way to know about the weather is to look outside and observe. The teacher will tell the children that they will act as weather watchers to observe and record daily weather patterns every day for Week Four of the unit. The learners will be asked to look outside each day and observe the weather. Discuss what they see and draw a picture in their weather journals which they created. Then write or circle which word for the weather type (sun, rain, wind, clouds) is most observed under their picture. Also, each page of their drawing must be labelled according to the day of the week being observed.</p> <p>At the end of the week, there will be a discussion on any weather patterns they notice, and be asked questions by the teacher, such as:</p> <ul style="list-style-type: none"> - How many sunny /rainy days did we have? - What was the weather like most of the time? - How can the sky tell us about the weather?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>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>3.2 assign meaning to experimental drawing and writing</p> <p>3.3 begin expressive writing to share ideas and real and imagined topics</p> <p>3.5 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>Science Weather and Climate</p> <p>3.3.2 Understand that people measure weather conditions to describe and record the weather and to notice patterns over time</p> <p>3.3.5 keep track of descriptions of the weather (such as sunny, cloudy, rainy, and warm, windy days in a month</p> <p>3.3.6 keep track of numbers of sunny, windy, and rainy days in a month</p> <p>3.4.1 Explain one way that people can find out what the weather forecast is</p>	<p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.2, 3.3, 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 children’s Weather Journals will provide the teacher with assessment data on the Writing and Representing SCOs.</p> <p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Weather and Climate Outcome 3.3.2, 3.3.5 and 3.3.6, 3.4.1 based on observation and conversation with the learners.</p> <p>Science – Product</p> <p>The children’s Weather Journals will provide the teacher with assessment data on the Science SCOs.</p>	<p>NOTE: Regarding Science SCOs 3.3.5 and 3.3.6, (starting in Week Two of this Integrated Unit. the children will be working as a class to collect the descriptive data (sun, wind, etc.) and the numerical data (3 sunny days, 5 windy days, etc.). The children will collect data about the weather, individually, here in Week 4.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Social Studies – Myself – Spatial Thinking</p> <p>3.7 describe various weather conditions (K) 3.8 observe and record different weather conditions (S)</p>	<p>Social Studies – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Spatial Thinking Outcomes 3.7 and 3.8 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 1.6 observe how tone, fluency and intonation impact meaning and mood 1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence 1.8 develop increasing clarity and focus when sharing stories or experiences 1.10 develop and apply vocabulary and language structures to enhance their communication</p> <p>Language Arts - Reading and Viewing</p> <p>2.11 recognize and use a variety of high frequency words of personal importance, such</p>	<p>Language Arts – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 and 1.10 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.11, 2.12, 2.13,</p>	<p>Language Arts, Science, Social Studies and Mathematics: Outdoor Circle Time</p> <p>The learners will be taken outside to sit under some shade, where they can properly observe the weather. The teacher can begin a discussion by asking the learners, how they or their family know how to dress to go outside. The teacher will ask the learners to do the following to help with the discussion:</p> <ul style="list-style-type: none"> - Look at the sky (not directly at the sun). Can the sky tell you about the weather? What do you see? - Look at the trees, the rocks, and the land. Can those things tell you about the weather? What do you see? - Feel the grass and how does your body feel? Does the grass feel wet or dry? Do you feel cold, hot, or warm? Can the way the grass feels or the way you feel tell you about the weather? <p>Afterward, the learners will return inside and talk again about how they or their family know how to dress to go outside. The teacher may need to prompt for answers, if the children only say that they can look outside, or go outside to see what the weather is. The teacher may prompt about what a weather forecast is, and if the children know about a weather forecast being on the radio, or on the television, or on a website. The class might have a discussion about</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>as names and pre-emergent level high-frequency words</p> <p>2.12 participate in shared reading and use the meaning and flow of the language to anticipate upcoming words</p> <p>2.13 begin to demonstrate fluency and phrasing during shared reading, independent and guided reading of emergent level passages</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Language Arts - Writing and Representing</p> <p>3.1 use shared ideas to co-construct stories</p> <p>3.4 use peer collaboration and classroom tools to assist in writing process</p> <p>3.7 connect phonological awareness to letter shapes</p> <p>Science – Weather and Climate</p> <p>3.3.2 Understand that people measure weather conditions to describe and record the weather and to notice patterns over time</p> <p>3.3.5 keep track of descriptions of the weather (such as sunny, cloudy, rainy, and warm, windy days in a month</p> <p>3.3.6 keep track of numbers of sunny, windy, and rainy days in a month</p> <p>3.4.1 explain one way that people can find out what the weather forecast is</p>	<p>2.14 and 2.15 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.1, 3.4, and 3.7 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 Weather and Climate Outcome 3.3.2, 3.3.5, 3.3.6 and 3.4.1 based on observation and conversation with the learners.</p>	<p>which way best tells them about the weather and how to dress for it when going outside.</p> <p>The teacher might make a chart, as a Shared Writing and Shared Reading experience. The title might be: <i>How do we know what the weather is going to be?</i> The children may provide suggestions. As this Week Four continues, and the children learn more about weather forecasting the teacher might add more ideas to this chart.</p> <p>Please consult the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for specific ideas of ways to enhance the development of Language Arts SCOs through a Shared Writing or Shared Reading experience.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Social Studies – Myself – Spatial Thinking</p> <p>3.7 describe various weather conditions (K) 3.8 observe and record different weather conditions (S)</p>	<p>Social Studies – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Spatial Thinking Outcomes 3.7 and 3.8 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. 1.5 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 - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms 2.5 develop knowledge about the purpose and variety of texts that are read or read to them 2.7 demonstrate understanding of some environmental print and pictorial information</p>	<p>Language Arts – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.5, 1.6, 1.7 and 1.8 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.5 and 2.7 based on observation and conversation with the learners.</p>	<p>Language Arts, Arts/Crafts & Social Studies: Simple Weather Tools</p> <p>Making a Paper Windmill</p> <p>The teacher will explain to the learners that there are tools that people can use to know about the weather. The teacher will use the example of wind since it cannot be seen like the sun or rain, but it can be felt or observed by the movement of trees and waves on the water, etc. Some weather forecasters have fancy instruments to know about the wind. Children, too, can use something to know about the wind – a paper windmill!</p> <p>The teacher will show the video (below) to the children and explain that this video is giving us the directions for how to make a paper windmill.</p> <p>https://youtu.be/HN0GxOQMzME?si=6tuCFccN6LOnspG9</p> <p>The teacher will work with a small group of children at a time, to help them make their own windmill. (The other children might be working on another craft, or playing games. Or, one or two additional adults might be invited into the class to help everyone make a paper windmill).</p>



















Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Social Studies – Myself – Spatial Thinking</p> <p>3.7 Describe various weather conditions (K)</p>	<p>Social Studies – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Spatial Thinking Outcome 3.7 based on observation and conversation with the learners.</p>	<p>Afterward, learners will go outside and test their windmills to find out if there is wind, and by the slow or quick movement of the sections, they can determine the degree of the wind. The learners can use their tools to predict the weather, as will be told by the teacher.</p>  <p>paper windmill</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>1.5 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, 1.5, 1.6, 1.7 and 1.8 based on observation and conversation with the learners.</p>	<p>Language Arts, Science and Social Studies: Video</p> <p>The teacher will ask the learners the question, ‘How do we know about the weather?’ The class may look at the chart made in the ILS (above) and take part in a Shared Reading of that chart.</p> <p>Then, the teacher can have learners view a video (see below) of how scientists or meteorologists tell us about the weather through observations and different tools.</p> <p>During the video, the teacher may pause and discuss some of the vocabulary that is introduced: meteorologist, radar, satellite, patterns.</p> <p>https://youtu.be/dLQ0lHpyZd8?feature=shared</p> <p>After watching the video, the learners will say ways that were shown in the video which tell us about the weather.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<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>2.12 participate in shared reading and use the meaning and flow of the language to anticipate upcoming words</p> <p>2.13 begin to demonstrate fluency and phrasing during shared reading, independent and guided reading of emergent level passages</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Language Arts - Writing and Representing</p> <p>3.1 use shared ideas to co-construct stories</p> <p>3.4 use peer collaboration and classroom tools to assist in writing process</p> <p>3.7 connect phonological awareness to letter shapes</p> <p>Science – Weather and Climate</p> <p>3.3.2 Understand that people measure weather conditions to describe and record the weather and to notice patterns over time</p> <p>3.4.1 explain one way that people can find out what the weather forecast is</p> <p>3.4.2 tell who prepares a weather forecast</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.11, 2.12, 2.13, 2.14 and 2.15 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.1, 3.4, and 3.7 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 Weather and Climate Outcome 3.3.2, 3.4.1 and 3.4.2 based on observation and conversation with the learners.</p>	<p>The teacher will add those ways to the class chart (Shared Writing)</p> <p>Please consult the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for specific ideas of ways to enhance the development of Language Arts SCOs through a Shared Writing or Shared Reading experience.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Social Studies – Myself – Spatial Thinking</p> <p>3.7 Describe various weather conditions (K)</p>	<p>Social Studies – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Spatial Thinking Outcome 3.7 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>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 communication</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, 1.6, 1.7, 1.8 and 1.10 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Reading and Viewing Outcome 2.1 based on observation and conversation with the learners.</p>	<p>Language Arts, Science, and Social Studies: The Weather Forecasts/Report</p> <p>The teacher will review with the learners how they can know about the weather. The teacher will ask the learners if they have ever heard or seen someone on the radio or television talk about the weather. The teacher and the learners will discuss this by mentioning the different things the person may say about the weather. Then, the teacher will have learners observe a video on weather forecasts explaining simply how it is done and why it is important (see link below)</p> <p>https://youtu.be/_0S8VpU3bTY?si=KUQPpk3S3Z5ryCqt</p> <p>After the video, the learners will say what they understand about the video.</p> <p>Then, the children will listen to a simple weather report (see link below). The children will be told that they will choose a partner and create their own weather report through role-play with the help of the teacher.</p> <p>https://youtu.be/_O3tiKkcP3s?feature=shared</p> <p>The learners can have fun doing their versions of weather reporting. They can “perform” their weather reports to the rest of the class, who will act as the audience.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Writing and Representing</p> <p>3.1 use shared ideas to co-construct stories</p> <p>Science – Weather and Climate</p> <p>3.3.2 Understand that people measure weather conditions to describe and record the weather and to notice patterns over time</p> <p>3.4.1 explain one way that people can find out what the weather forecast is</p> <p>3.4.2 tell who prepares a weather forecast</p> <p>Social Studies – Myself – Spatial Thinking</p> <p>3.7 describe various weather conditions (K)</p>	<p>The teacher will enter information into the checklist for Writing and Representing Outcome 3.1 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 Weather and Climate Outcome 3.3.2, 3.4.1 and 3.4.2 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 – Spatial Thinking Outcome 3.7 based on observation and conversation with the learners.</p>	
<p>Language Arts - Listening and Speaking</p> <p>1.6 observe how tone, fluency and intonation impact meaning and mood</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 1.6, 1.9 and 1.10 based on observation and conversation with the learners.</p>	<p>Language Arts, Science & Mathematics: The Weather Report</p> <p>The teacher will review with the children what a weather report is and why it is important. For example; weather reports help us know what the weather will be like so we can dress appropriately and plan our activities well. If it rains for the day, then we may not be able to go outside for a Physical Education Class.</p> <p>The teacher will display on a large chart, or on the board, a simple weather report.</p> <p>This chart will be used for Shared Reading, with the teacher emphasizing the high frequency/sight words and letter sounds, for this unit, and from the Belongings Unit. (Please</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>2.4 Develop understanding and application of the Concepts of Print</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 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>Mathematics – Measurement</p> <p>5.2.2 identify days, weeks, months, holidays, and seasons (standard units of measure)</p> <p>5.2.3 recite days of the week and months of the year in order</p> <p>Science – Weather and Climate</p> <p>3.3.2 Understand that people measure weather conditions to describe and record the weather and to notice patterns over time</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.4, 2.8, 2.10, 2.12 and 2.13 based on observation and conversation with the learners.</p> <p>Mathematics – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Measurement Outcomes 5.2.2 and 5.2.3 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 Weather and Climate Outcomes 3.3.2, 3.4, 3.4.1 and 3.4.2 based on observation and conversation with the learners.</p>	<p>see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for further detailed support on this teaching strategy.)</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><i>Sunday, June 10th, 2024</i></p> <p><i>Good morning! I am Ann Brown, with the weather report for the week. Today is sunny. On Monday it will be sunny. On Tuesday the sky will be partly cloudy, and it will be windy outside. On Wednesday there will be lots of rain here, so find your umbrellas! On Thursday it will be back to a cloudy sky. On Friday it will rain here again. Make sure to have your pet inside. On Saturday it will be back to sunny.</i></p> </div> <p>Then, while pointing to the simple weather report, the teacher will show the learners key details such as the date, days of the week, and weather conditions. The learners will attempt to read those keywords from the weather report. Afterward, learners and the teacher will read together the report aloud, as each word is pointed to by the teacher, emphasizing the sight words and letters/sounds for this Integrated Unit.</p> <p>Also, the teacher can ask the learners the following questions to check for comprehension:</p> <ul style="list-style-type: none"> - What will the weather be like on Friday? - What should we wear if it is rainy?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies															
<p>3.4 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.</p> <p>3.4.1 explain one way that people can find out what the weather forecast is</p> <p>3.4.2 tell who prepares a weather forecast</p>		<ul style="list-style-type: none"> - On which day was it windy? - How many days are in one week? - How many days was it sunny? - Where are some places we can go outside if it is sunny? 															
<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 communication</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 and 1.10 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.4, 2.8, 2.10, 2.11, 2.12 and 2.13 based on observation and conversation with the learners.</p>	<p>Language Arts, Mathematics, Social Studies, and Science – Representing Data from Weather Journals and Weather Reports</p> <p>The teacher will ask the children to look through their own, individual weather journals (started at the beginning of Week 4) and ask them to identify the type(s) of weather for each day of the week. Then the teacher will give each learner the graph below and ask them to fill it out with the information from their weather journals. The teacher can do the first one as an example with the learners. The learners can draw symbols or pictures to represent the type of weather conditions for their graphs (see the sample below)</p> <p>Weather Pictograph (Sample)</p> <table border="1" data-bbox="1293 1024 1944 1425"> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>															
																	
																	

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies					
<p>2.8 begin to apply comprehension strategies to visualize, predict and connect</p> <p>2.10 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>Language Arts - Writing and Representing</p> <p>3.2 assign meaning to experimental drawing and writing</p> <p>3.5 learn to print the upper and lower case letters of the alphabet</p> <p>3.7 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>1.1.1 say the number sequence to 10 by 1s</p> <p>1.2.2 answer the question; How many are in the set? using the last number counted in a set</p> <p>1.2.3 in a fixed arrangement, starting in different locations, can show that the count of the number of objects in a set does not change</p>	<p>Language Arts– Product</p> <p>The children’s Individual Weather Reports will provide the teacher with assessment data on the Writing and Representing SCOs.</p> <p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.2, 3.5, 3.7 and 3.8 based on observation and conversation with the learners.</p> <p>Mathematics – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Number Sense Outcomes 1.1.1, 1.2.2 and 1.2.3 based on observation and conversation with the learners.</p>	<table border="1" data-bbox="1293 293 1944 363"> <thead> <tr> <th>Monday</th> <th>Tuesday</th> <th>Wednesday</th> <th>Thursday</th> <th>Friday</th> </tr> </thead> </table> <p>The teacher will use the graphs that the children made as a guide for learners to construct on a chart or the board, a class Weather Report for the current day and a forecast for the following day.</p> <p>This is a Shared Writing and Shared Reading experience. Please consult the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for many suggestions of ways to enhance the development of Language Arts skills through this ILS.</p> <p>The weather report might be like the following: The learners will begin by stating the current date, and describe the weather outside. The teacher can also help learners by checking a weather app for information about the weather.</p> <p><i>Today is _____ (day)</i></p> <p><i>The weather is _____ here. (weather condition)</i></p> <p><i>It is _____ outside. (temperature)</i></p> <p><i>Tomorrow we may have _____ (weather condition)</i></p> <p>Afterward, the learners will be given an individual weather report template just like the above to complete. The learners may copy the information from the class chart, or they may enter their own information. The teacher will place the children’s weather reports on a class bulletin</p>	Monday	Tuesday	Wednesday	Thursday	Friday
Monday	Tuesday	Wednesday	Thursday	Friday			

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Mathematics – Measurement</p> <p>5.2.2 identify days, weeks, months, holidays, and seasons (standard units of measure) 5.2.3 recite days of the week and months of the year in order</p> <p>Mathematics - Data Management and Probability</p> <p>6.1.1 collect simple sets of data in the class and school environment using observation. 6.1.2 describe data classification.</p> <p>Science – Weather and Climate</p> <p>3.3.2 Understand that people measure weather conditions to describe and record the weather and to notice patterns over time 3.3.5 Keep track of descriptions of weather (such as sunny, cloudy, rainy, and warm) 3.4.1 explain one way that people can find out what the weather forecast is 3.4.2 tell who prepares a weather forecast</p> <p>Social Studies – Myself – Spatial Thinking</p> <p>3.7 describe various weather conditions (K) 3.8 observe and record different weather conditions (S)</p>	<p>The teacher will enter information into the checklist for Measurement Outcomes 5.2.2 and 5.2.3 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Data Management and Probability Outcomes 6.1.1 and 6.1.2 based on observation and conversation with the learners.</p> <p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Weather and Climate Outcomes 3.3.2, 3.3.5, 3.4.1 and 3.4.2 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 – Spatial Thinking Outcomes 3.7 and 3.8 based on observation and conversation with the learners.</p>	<p>board. The bulletin board can be updated regularly by the learners with new weather reports.</p> <p>The children may be given additional structured writing practice such as pattern books where learners add words or letters related to weather</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts – Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.10 develop and apply vocabulary and language structures to enhance their communication</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>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, 2.9, 2.10 and 2.11 based on observation and conversation with the learners.</p>	<p>Language Arts and Science: Circle Time with Pictures and Drawing Activity</p> <p>The learners will gather in a circle and the teacher can begin by asking the learners the following questions:</p> <ul style="list-style-type: none"> - What will happen if the weather report says there will be no rain for a few days? - What will happen if it rains heavily for a long time during the day? <p>Then the learners will be shown large pictures or videos of severe weather conditions; namely, a storm/bad weather. The learners will be asked to name the type of weather and talk about the things they notice in the picture. The learners will be asked if they have ever experienced a storm/ bad weather and what was it like. The teacher will ask the learners how they found out about the storm or the bad weather. Also, the teacher will ask the learners if it was important to know about the storm or bad weather before it happened.</p> <p>The learners will be asked to draw and colour a picture of a stormy day. The children might also be encouraged to print a sentence under their drawing, telling about their picture.</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>Language Arts - Writing and Representing</p> <p>3.2 assign meaning to experimental drawing and writing</p> <p>3.5 learn to print the upper and lower case letters of the alphabet</p> <p>3.7 connect phonological awareness to letter shapes</p> <p>3.8 spell name and some words of personal importance correctly</p> <p>Science – Weather and Climate</p> <p>3.4.3 understand that it is important to know if severe weather is coming so people can prepare for it</p>	<p>Language Arts– Product</p> <p>The children’s sentences under their drawings of a stormy day will provide the teacher with assessment data on the Writing and Representing SCOs.</p> <p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.2, 3.5, 3.7 and 3.8 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 Weather and Climate Outcome 3.4.3 based on observation and conversation with the learners.</p>	
	<p>End of Week Four</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>End of Week Four: Language Arts & Science</p> <p>Concluding Event – Guest Speaker</p> <p>The teacher will bring in an older person from the community to speak with learners and relate old sayings about folks who long ago would know about the weather.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Teacher will make notes in the anecdotal notes area of learners who may have been able to master the concept by the end of the week with dates.</p>	<p>Before the speaker comes to the classroom, the teacher will tell the learners who is coming and what they will talk about. The teacher will encourage the learners to think of some questions they might want to ask this visitor to the classroom.</p> <p>After the speaker has chatted with the learners, the learners would use that opportunity to ask questions and to compare the ways they know about the weather presently.</p> <p>After the guest speaker leaves, the learners would complete the <i>sample recording sheet for a guest speaker</i> as provided at the beginning of this unit, with the help of the teacher if needed.</p> <p>The learner might also help the teacher write a Thank You note for the guest speaker.</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/AllDCI.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: Is the weather important?

Question for Week Five: How do people protect themselves and their belongings from the weather?

Language Arts – Plans for the Unit (5 weeks)

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 **c(k), e, h, r, m, d** will be the focus. The teacher might do some “stand-alone” lessons to introduce the children to these letters/sounds. Please see the *Curriculum Outcomes and Guide for Effective Strategies* for many ideas for teaching children letters/sounds.



Phonemic Awareness skills will commence and the focal point will be on initial phoneme isolation in words related to this Integrated Unit, such as “rain”. 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 **it, not, run, up, we, away, find, help, here, jump, little, my** will be the focus. The teacher might do some “stand-alone lessons” to introduce these words. Please see the *Curriculum Outcomes and Guide for Effective Strategies* for many ideas for teaching high frequency words.

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

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 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 communication</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>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 – Observation and Conversation</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, 2.9, 2.10 and 2.11 based on observation and conversation with the learners.</p>	<p>Introduction to Week Five:</p> <p>Language Arts, Science, and Social Studies: Read Aloud</p> <p>Before: The teacher will begin the week by placing a sign on the wall or the board with the motto: <i>Be prepared; not scared</i></p> <p>The teacher will read the motto and explain to the learners that it means being ready for anything that might happen, so that we won't have to be afraid. The teacher will discuss with learners some situations where it is important to be prepared such as; a storm or hurricane, no power/electricity, a fire, etc. Then, the teacher will inform learners that they will be listening to a story which tells about being prepared for bad weather.</p> <p>Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for suggestions of how to enhance the children's development of Language Arts skills through a Read Aloud/Viewing experience.</p> <p>During: The learners will listen to the story being read aloud – <i>Clifford And the Big Storm</i> https://youtu.be/7qeL4LWWT4Y?feature=shared</p> <p>As the story is being read to the learners, the teacher will pause occasionally to discuss how the characters in the story are getting prepared and staying safe for the storm.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>2.8 begin to apply comprehension strategies to visualize, predict and connect</p> <p>2.9 demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing.</p> <p>2.10 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>Language Arts - Writing and Representing</p> <p>3.2 assign meaning to experimental drawing and writing</p> <p>3.5 learn to print the upper and lower case letters of the alphabet</p> <p>3.7 connect phonological awareness to letter shapes</p> <p>3.8 spell name and some words of personal importance correctly</p> <p>Science – Weather and Climate</p> <p>3.4.3 understand that it is important to know if severe weather is coming so people can prepare for it</p> <p>3.4.4 understand that it is important to know if severe weather is coming so people can respond to it</p> <p>3.4.5 understand what is meant by the motto: <i>Be prepared; not scared</i></p>	<p>Language Arts– Product</p> <p>The children’s drawings and sentences will provide the teacher with assessment data on the Writing and Representing SCOs.</p> <p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.2, 3.5, 3.7 and 3.8 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 Weather and Climate Outcomes 3.4.3, 3.4.4, 3.4.5 and 3.4.6 based on observation and conversation with the learners.</p>	<p>After:</p> <p>When the story is done, the learners will talk about their favourite parts of the story. The teacher may feel it is necessary to point out that in a real storm, no one would be able to go back to their houses and try to do the things that Clifford did!</p> <p>The children will draw a picture, and write a sentence to fit the idea of “Be prepared; not scared”.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>3.4.6 list one kind of severe weather that might happen where they live</p> <p>Social Studies – Myself – Spatial Thinking</p> <p>3.7 describe various weather conditions (K) 3.9. appreciate the importance of taking safety precautions in some weather conditions (V)</p>	<p>Social Studies – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Spatial Thinking Outcomes 3.7 and 3.9 based on observation and conversation with the learners.</p>	
<p>Language Arts - Listening and Speaking</p> <p>1.2 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 communication</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, and Science: Picture Scenarios and Video</p> <p>The learners will be shown various pictures of people outside in the weather. The teacher will ask the learners to say how the people in the pictures are protecting themselves from the weather. Also, the teacher will ask the learners to say besides what they are wearing, what can they do so they will not get hurt. For example; walking carefully, staying off wet rocks, or staying inside if you don't have to go out when it rains. Drinking lots of water and staying in the shade as much as possible when it is sunny and hot outside. Covering their faces when it is windy/ dusty outside. The teacher will note learners' responses.</p> <p><i>Examples of Pictures</i></p> <div style="display: flex; justify-content: space-around;">   </div>

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>2.4 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>2.14 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>Science – Weather and Climate</p> <p>3.4.3 understand that it is important to know if severe weather is coming so people can prepare for it</p> <p>3.4.4 understand that it is important to know if severe weather is coming so people can respond to it</p> <p>3.4.5 understand what is meant by the motto: <i>Be prepared; not scared</i></p> <p>3.4.6 list one kind of severe weather that might happen where they live</p> <p>Social Studies – Myself – Spatial Thinking</p> <p>3.7 describe various weather conditions (K)</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.4, 2.5, 2.7, 2.14 and 2.15 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 Weather and Climate Outcomes 3.4.3, 3.4.4, 3.4.5 and 3.4.6 based on observation and conversation with the learners.</p> <p>Social Studies – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Spatial Thinking Outcomes 3.7 and 3.9</p>	<p>The teacher will ask the learners if they know what severe weather means. The teacher will explain that severe weather is a dangerous weather condition. Such as the conditions in a storm or hurricane, which can cause loss of life and damage to property.</p> <p>The teacher will play a video (see link below). https://www.youtube.com/live/2CZU82ImIc?si=fEyifRBSPJESlGcj</p> <p>After viewing the video for a few seconds, the learners will be asked to talk about what they observed. Also, the learners will discuss if they have ever seen or heard of this type of severe weather, and how they think they can prepare for it.</p> <p>The teacher may ask the children the question for the week: <i>How do people protect themselves and their belongings from the weather?</i></p> <p>In particular, the teacher may ask how children and their families protect their belongings from heavy rain.</p> <p>The teacher should make a list of ways to protect belongings from heavy rain. This would be a Shared Writing experience. Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for suggestions to enhance Language Arts skills during this experience.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>3.9. appreciate the importance of taking safety precautions in some weather conditions (V)</p>	<p>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>1.4 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 communication</p> <p>Language Arts - Reading and Viewing</p> <p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.5 develop knowledge about the purpose and variety of texts that are read or read to them</p> <p>2.9 demonstrate understanding by responding to read-alouds with images,</p>	<p>Language Arts – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.4, 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 2.4, 2.5, 2.9, 2.10 and 2.11 based on observation and conversation with the learners.</p>	<p>Language Arts, Social Studies, and Science: Guest Speaker</p> <p>The teacher will bring in a Fisherman from the community to discuss with the learners about his work, and how important the weather is to him. The fisherman will also talk about how he prepares for the weather and how the motto- <i>Be prepared; Not Scared</i> applies to him. The fisherman will talk to learners about listening to the advice of the weather report and not being able to go out to sea in some weather conditions, The fisherman will also say how he protects his boat and other belongings from severe weather.</p> <p>Before the speaker comes to the classroom, the teacher will tell the learners who is coming and what they will talk about. The teacher will encourage the learners to think of some questions they might want to ask this visitor to the classroom.</p> <p>After the speaker has chatted with the learners, the learners would use that opportunity to ask questions.</p> <p>After the guest speaker leaves, the learners would complete the <i>sample recording sheet for a guest speaker</i> as provided at the beginning of this unit, with the help of the teacher if needed.</p> <p>The learner might also help the teacher write a Thank You note for the guest speaker.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>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>Language Arts - Writing and Representing</p> <p>3.2 assign meaning to experimental drawing and writing</p> <p>3.5 learn to print the upper and lower case letters of the alphabet</p> <p>3.7 connect phonological awareness to letter shapes</p> <p>3.8 spell name and some words of personal importance correctly</p> <p>Science – Weather and Climate</p> <p>3.4.3 understand that it is important to know if severe weather is coming so people can prepare for it</p> <p>3.4.4 understand that it is important to know if severe weather is coming so people can respond to it</p> <p>3.4.5 understand what is meant by the motto: <i>Be prepared; not scared</i></p> <p>3.4.6 list one kind of severe weather that might happen where they live</p>	<p>Language Arts– Product</p> <p>The children’s Response to the guest Speaker will provide the teacher with assessment data on the Writing and Representing SCOs.</p> <p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.2, 3.5, 3.7 and 3.8 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 Weather and Climate Outcomes 3.4.3, 3.4.4, 3.4.5 and 3.4.6 based on observation and conversation with the learners.</p>	

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Social Studies – Myself – Spatial Thinking</p> <p>3.7 describe various weather conditions (K) 3.8 observe and record different weather conditions (S) 3.9. appreciate the importance of taking safety precautions in some weather conditions (V)</p>	<p>Social Studies – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Spatial Thinking Outcomes 3.7, 3.8 and 3.9 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. 1.4 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 communication</p>	<p>Language Arts – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.4, 1.5, 1.7, 1.8 and 1.10 based on observation and conversation with the learners.</p>	<p>Language Arts, Science, and Social Studies: Teacher Show and Tell</p> <p>The teacher will bring an Emergency Preparedness Kit to show learners. The kit will include; a flashlight, extra batteries, a first aid kit, water bottles, a blanket, a small portable radio, extra cash, some non-perishable food items, a waterproof bag to place valuables or important documents, and a change of clothes.</p> <p>Emergency Kit Prediction Activity Instead of showing the Emergency Kit immediately, start by placing it in a mystery bag or box and asking learners to predict what might be inside. To spark ideas, you might ask: “What items would we need if we couldn't get to a store or had to stay safe at home?” Encourage learners to think of different situations where they might need specific items (e.g., if the lights went out, if it was cold, etc.).</p> <p>Show the learners the items in the kit, one at a time. The learners will name each item from the emergency kit and say how those items help in an emergency.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Reading and Viewing</p> <p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.11 recognize and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>Language Arts - Writing and Representing</p> <p>3.2 assign meaning to experimental drawing and writing</p> <p>3.5 learn to print the upper and lower case letters of the alphabet</p> <p>3.7 connect phonological awareness to letter shapes</p> <p>3.8 spell name and some words of personal importance correctly</p> <p>Science – Weather and Climate</p> <p>3.4.3 understand that it is important to know if severe weather is coming so people can prepare for it</p> <p>3.4.4 understand that it is important to know if severe weather is coming so people can respond to it</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.4, 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 3.2, 3.5, 3.7 and 3.8 based on observation and conversation with the learners.</p> <p>Language Arts– Product</p> <p>The children’s work on the Emergency Kit drawing and labelling will provide the teacher with assessment data on the Writing and Representing SCOs.</p> <p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Weather and Climate Outcomes 3.4.3, 3.4.4, 3.4.5 and 3.4.6 based on observation and conversation with the learners.</p>	<p>Then, the teacher will ask the learners what other items they can include in the kit. For example, shoes, medicine, and eyeglasses.</p> <p>Reflection Discussion: “Why do we need these items?”</p> <p>After revealing and discussing each item, ask learners open-ended questions like, “How could this help us in an emergency?” or “What would happen if we didn’t have this item?” This will encourage them to think critically about each item’s purpose and importance.</p> <p>Afterward, the learners will draw their emergency preparedness kit, and the teacher will help them label their drawings.</p> <div data-bbox="1333 881 1608 1101" data-label="Image"> </div> <p>Emergency supplies</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>3.4.5 understand what is meant by the motto: <i>Be prepared; not scared</i></p> <p>3.4.6 list one kind of severe weather that might happen where they live</p> <p>Social Studies – Myself – Spatial Thinking</p> <p>3.9. appreciate the importance of taking safety precautions in some weather conditions (V)</p>	<p>Social Studies – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Spatial Thinking Outcome 3.9 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</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</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 1.1, 1.2, 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: Creating a Stormy Night, Safety Drills and Sirens</p> <p>The teacher will help the children to re-create the experience of a stormy night. Some learners will volunteer to play musical instruments; such as drums or containers, shak-shaks, cymbals or metal lids, wind chimes, and rain sticks to create a stormy night. The learners will identify the various sounds that are represented in a storm from their instruments, while the other learners will explain how they will prepare themselves when such sounds are heard. Then learners will switch roles and do the same.</p> <p>The learners can also describe the sounds as loud or soft, and fast or slow.</p> <p>The learners will name their favourite sound and their most disliked sound, if any.</p> <p>The teacher will ask the learners if they know what drills are. The learners will be given opportunities to practice some safety response drills by following the instructions of the teacher. The teacher will explain that</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Science – Weather and Climate</p> <p>3.4.3 understand that it is important to know if severe weather is coming so people can prepare for it</p> <p>3.4.4 understand that it is important to know if severe weather is coming so people can respond to it</p> <p>3.4.5 understand what is meant by the motto: <i>Be prepared; not scared</i></p> <p>3.4.6 list one kind of severe weather that might happen where they live</p> <p>Social Studies – Myself – Spatial Thinking</p> <p>3.9. appreciate the importance of taking safety precautions in some weather conditions (V)</p>	<p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Weather and Climate Outcomes 3.4.3, 3.4.4, 3.4.5 and 3.4.6 based on observation and conversation with the learners.</p> <p>Social Studies – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Spatial Thinking Outcome 3.9 based on observation and conversation with the learners.</p>	<p>there are different drills for different emergencies, such as those caused by the effects of severe weather.</p> <p>One drill can be done by a family at home, when the parents/caregivers help the children to learn about places at home that they can use as a safe place if there is a storm or hurricane. When families and children and people at a school practice what to do in an emergency, they are following the motto: Be Prepared; Not Scared.</p> <p>The teacher will also discuss the use of sirens as a warning mechanism due to severe weather conditions, The teacher will show the learners a picture of a siren and explain how it is used to alert people that it is time to evacuate or leave an area because there is a dangerous weather situation approaching. The teacher will play the audio of a siren for the learners to listen to. After, the teacher will ask the learners if drills and sirens are important.</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>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, Science, and Social Studies: Be Prepared: Video Presentation</p> <p>The teacher will ask the learners the question for the week: How do people protect themselves and their belongings from the weather? The learners who may have already memorized the motto by now will be asked to say it aloud: Be Prepared, Not Scared. The teacher will explain to the learners that they will be viewing a short video on severe weather preparedness (see the link below).</p> <p>https://youtu.be/aEkAzbM4_HU?si=f17wRrw_2JOU-iry</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>2.4 develop understanding and application of the Concepts of Print</p> <p>2.11 recognize and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>Language Arts - Writing and Representing</p> <p>3.2 assign meaning to experimental drawing and writing</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.4, 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 3.2, 3.5, 3.7</p>	<p>From the video, the learners will identify all the preparedness tips they observed. The learners will be asked to give other ways people can protect themselves, their animals, or their belongings which were not included in the video.</p> <p>The teacher can help them come up with those tips. For example, trim branches on trees or cut them down, place pets inside, or let them loose if possible. Repair broken fences, if you live close to a river or sea, you may have to move away until the storm passes, and secure vehicles in garages or somewhere away from trees or electric poles.</p> <p>After, the teacher will ask the learners to draw one way they can help their family prepare for a storm or hurricane. The learners will show and talk about their drawings to the class.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>3.5 learn to print the upper and lower case letters of the alphabet 3.7 connect phonological awareness to letter shapes 3.8 spell name and some words of personal importance correctly</p> <p>Science – Weather and Climate</p> <p>3.4.3 understand that it is important to know if severe weather is coming so people can prepare for it 3.4.4 understand that it is important to know if severe weather is coming so people can respond to it 3.4.5 understand what is meant by the motto: <i>Be prepared; not scared</i> 3.4.6 list one kind of severe weather that might happen where they live</p> <p>Social Studies – Myself – Spatial Thinking</p> <p>3.7 describe various weather conditions (K) 3.9. appreciate the importance of taking safety precautions in some weather conditions (V)</p>	<p>and 3.8 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 Weather and Climate Outcomes 3.4.3, 3.4.4, 3.4.5 and 3.4.6 based on observation and conversation with the learners.</p> <p>Science– Product</p> <p>The children’s drawings will provide the teacher with assessment data on the Science SCO 3.4.5</p> <p>Social Studies – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Spatial Thinking Outcomes 3.7 and 3.9 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>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, Science and Arts/Crafts: Building a Shelter</p> <p>The teacher will ask the question for the week: How do people protect themselves and their belongings from the weather? The teacher will hold a discussion with the children about what might happen if there is too</p>

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<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>Science – Weather and Climate</p> <p>3.2.1 explain why people might want to reduce the warming effect of the sun</p> <p>3.2.2 name one thing people can build to minimize the warming effect of the sun</p> <p>3.2.3 explain one thing that people might do to solve problems like the warming effect of the sun</p>	<p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Weather and Climate Outcomes 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5 and 3.2.6 based on observation and conversation with the learners.</p>	<p>much sunlight and heat on their bodies, or on some of their belongings.</p> <p>The teacher will explain that the children will be building a model of a shelter that is used to keep people, animals, and things safe from the sunlight.</p> <p>The learners can choose the type of shelter they will build and the reason for building it. Examples of shelters are houses, kennels, tents, schools, and churches.</p> <p>The learners will select materials from the teacher’s Arts/Crafts table to create their shelters. The teacher is encouraged to let the children start to build their shelters, then stop the class. Ask all the children to step away from their work and tell about any problems they are having or how they have figured out how to solve a problem (e.g. to get the walls of their shelter to stand up).</p> <p>After this discussion, all the children may return to their building with some new ideas of how to solve any problems they might be having.</p> <p>When all the shelters are completed, the learners will label them with the help of the teacher and place them on display for other learners and teachers, as well as parents, to view.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>3.2.4 tell one way that the child may protect themselves and their belongings from the sun, or the rain</p> <p>3.2.5 design a structure that will keep the rain or sun off their play things at their house</p> <p>3.2.6 build a structure that will keep the rain or sun off their play things at their house</p>		
	<p>End of Week Five</p> <p>Reassessing Previous Checklists</p> <p>The teacher might want to use the assessment strategy tools used throughout the week to reassess learners for new knowledge/improvements.</p> <p>Teacher will make notes in the anecdotal notes area of learners who may have been able to master the concept by the end of the week with dates.</p>	<p>Concluding Event – End of Week Five, and End of the Integrated Unit Language Arts, Science, Social Studies, Mathematics</p> <p>The teacher will review the essential question for the unit by asking the learners: Is the Weather Important? The children will be reminded of the answers they gave at the beginning of the unit, and asked to consider if they have more ideas now.</p> <p>The teacher will take the children on a Gallery Walk to remind them of all the experiences they had during the 5 weeks. In this way, the teacher will prepare the children to be “tourist guides” for their family members, or other adults from the school, or children from another class.</p> <p>Family members, or other adults from the school, or children from another class will be invited to come for a Celebration of Learning. Each child will take a few visitors around the room and explain what they learned.</p> <p>The session might end with a cake or another special treat to celebrate “Being Prepared; Not Scared”.</p>

Additional Resources

[What to Pack in your Emergency Kit | Be Prepared, Not Scared \(youtube.com\)](#)

[Storm is Coming! By Heather Tekavec & Margaret Spengler \(youtube.com\)](#)

[Flooding Explanation- Learn about Flood- Video for kids \(youtube.com\)](#)

[Fire Safety for Kids | Fire Drill at School | Fire Safety Awareness Week | Twinkl USA \(youtube.com\)](#)

[How To Survive A House Fire ? | Fire Safety Education for Kids | The Dr Binocs Show | Peekaboo Kidz - YouTube](#)

[How to Call 911 - Life Skills for Kids! \(youtube.com\)](#)

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:

[Fire Drill Rules Social Story \(with Visuals for ELLs\) \(youtube.com\)](#)

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*.