



Inclusive Planning &  
Design  
(in the Time of COVID)

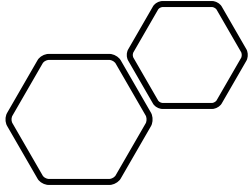


We are **not** home schooling

We survive a crisis and  
trying to **continue learning**

**CONNECTION** before CURRICULUM

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# Student Check Ins



## Daily Connection Check Ins

Double for kids who need extra support!

Talk about things other than curriculum

Show them videos of your dog

Goal: connection, familiarity, friendly faces, be positive, be hopeful



## Curricular Check ins (after connection check in)

What's going well?

What's not?

What's next?



EAs could be a great resource to support this

Check in

What is going well?

What isn't?

What's next?

# This Afternoon



Grade Guidelines



Instructional Guidelines



IEP Guidelines



Resources

## Planning Guidelines (K-3)

- **One Hour/ day**
- **Focus on:**
  - Literacy & Language
  - Numeracy
  - Daily Movement
  - Integrating core competencies

# Planning Guidelines (4-6)

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- **One Hour/ day**
- **Focus on:**
  - Literacy & Language
  - Numeracy
  - Daily Movement
  - Integrate Social Studies and Science
  - Cross Curricular Connections

# Planning Guidelines (7-9)

- **Two Hours/ Day**
- **Focus on:**
  - Literacy & Language
  - Math & Numeracy
  - Daily Movement
  - Science
  - Socials
  - Can still be cross curricular

## Planning Guidelines (10-12)

- **1.5-2 Hours/ Course/week**
- **Focus on:**
  - Courses enrolled

# Instruction

- IEP Goal based
- Choice of activities
- Organized by goals not time
- Flexibility
- Movement
- Tie in competencies
- Interactive family members, other students, siblings etc.
- Connect learning to interests
- Low tech
- Instructions to parents



## School Assignments Hour

Work on your school assignments. Connect with your teachers & classmates online, or work on a project together. Find creative ways to stay connected and on task!



## Create & Connect Hour

Come on over to @pegcityteachers & grab the daily project!



## Mathematics Hour

Work on your math assignment from school. All caught up? Do a task from [youcubed.org](http://youcubed.org)!



## Quiet Time Hour

Read a book, draw, create with lego, do a puzzle, work on an art project etc Have a better idea? Great! Just do it quietly.



## Fitness Hour

Get moving! Go for a walk, do a workout online, play outside. Check out [GoNoodle.com](http://GoNoodle.com). Follow a 5K training program!



## Acts of Service

Do something for others. Create a chore per day chart with your family. Reach out to connect with someone who might be lonely. Find a way to serve others around you.

# Distance IEPs

1. Choose a student with an IEP
2. Turn each goal into an “I can” Statement
  - I can (goal) by (objective)
3. Record goals along top of Distance IEP template
4. Choose 3 - 4 focus areas based on their grade level
  - K-3 (literacy, numeracy, daily movement activity)
  - 4-7 (literacy, numeracy, daily movement activity, science and/or social studies)
  - 8-12 (each course they are in + prioritize literacy, numeracy, daily movement activity, life skill, community skill etc.)
5. Determine activities that align the I can statement to focus area
6. Connect to classroom activities as much as possible
7. Create a student friendly and a family friendly version as needed

# IEPs??

IEP Goals	1.	2.	3.	4.
Home based activity option 1 (literacy)				
Home based activity option 1 (numeracy)				
Home based activity option 1 (movement)				
Home based activity option 1 (arts based)				
Home based activity option 1 (home based activities)				

# IEPs??

IEP Goals	What are the IEP Goals?	Turn them into "I can" Statements		4.
Home based activity option 1 (literacy)				
Home based activity option 1 (literacy)				
Home based activity option 1 (movement)				
Home based activity option 1 (home based)				
Home based activity option 1 (home based activities)				

What are the grade based focus areas?

- Choose one activity a day or 5 activities a week.
- Try to take pictures of activities while you are doing them and keep track of all your activities in your IEP Portfolio.
- Try and choose an activity from each column by the end of June
- Have an idea for another activity? Let me know!

IEP Core Competency Goal	Personal Awareness & Responsibility: I can participate in actions that bring me joy and satisfaction and recognize that I play a role in my well-being by...			Social Awareness & Responsibility: I can interact with others and my surroundings respectfully by.		Communication: I can communicate with peers and adults by...	
	...setting a goal to accomplish a task	...persevering when a task gets challenging	...celebrating my efforts and accomplishments	...solving problems myself and asking for help when I need it	...building relationships and working and playing cooperatively	...talking and listening to people I know	...communicating for a purpose
<b>Individual Student Objectives</b>							
<b>Home Based Activity</b>	Set a goal to check in with your family each morning. Ask them if there is something you can do to support them that day.	Help out with a chore or activity in the house that you don't like to do. Try to get through it by taking breaks and thinking about a fun activity that you could do after	Check in with a family member after you have helped them out with a task. How do they feel? How do you feel?	Think about a time when you feel frustrated with a sibling or someone in your family. Think of two different ways that you could react to them.	Set up a game night with your family and/or friends (could be virtually)	Make an effort to respond right away to your parents when they ask you to do a chore.	Try out a new boardgame with your family member. Be in charge of reading out the instructions so everyone understands
<b>Literacy Activity</b>	Choose a family member to read with every day. Set a goal for how many minutes. Keep track of your goal with stickers on a calendar.	Try working on a reading or writing school activity for a little bit longer than you were planning to. What is something you could tell yourself to keep going!	At the end of the week, write letter or an email to a family member. Tell them 3 things that you are proud of this week.	Research a person who in the world who has overcome obstacles or solved problems. (check list of recommendations if you want to some ideas)	Write a letter or an email to a family member or friends who is not living with you and check in to see how they are doing.	Have a virtual visit with a friend. Each take a turn choosing a person, place or thing. The other person has 20 questions to guess what it is.	Help out one of your family members with cooking or baking. Be in charge or reading the recipe!
<b>Numeracy Activity</b>	Set a goal to work on a math activity from your teacher. Check in with your teacher or EA to get feedback.	Keep track of when you get to a math activity that it hard. What is something you could do to keep going?	Teach a new math skill to one of your family members this week. What do you notice when you become a teacher?	Talk to you teacher or EA about some strategies that you can use if you are stuck on a math question. Try out the strategies one	Play a math game with someone in your family (see recommended list)	Have a check in with a teacher or an EA about a question you are having a hard time figuring out in your classroom assignment	Next time you are in a car or bus, organize a game with a family member that involves counting objects. E.g. how many red cars.

- Choose one activity a day or 5 activities a week.
- Try to take pictures of activities while you are doing them and keep track of all your activities in your IEP Portfolio.
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IEP Core Competency Goal	Personal Communication: Communicate with peers and adults by...	Self-Management: Organize my time and materials	Self-Advocacy: Advocate for my needs	Relationships and Social Skills: Interact with others	Community: Participate in my community	Problem Solving: Solve problems	Decision Making: Make decisions
Individual Student Objectives	accomplish a task	when a task gets challenging	accomplishments	and asking for help when I need it	relationships and working and playing cooperatively	listening to people I know	communicating for a purpose
<b>Home Based Activity</b>	Set a goal to check in with your family each morning. Ask them if there is something you can do to support them that day.	Help out with a chore or activity in the house that you don't like to do. Try to get through it by taking breaks and thinking about a fun activity that you could do after	Check in with a family member after you have helped them out with a task. How do they feel? How do you feel?	Think about a time when you feel frustrated with a sibling or someone in your family. Think of two different ways that you could react to them.	Set up a game night with your family and/or friends (could be virtually)	Make an effort to respond right away to your parents when they ask you to do a chore.	Try out a new boardgame with your family member. Be in charge of reading out the instructions so everyone understands
<b>Literacy Activity</b>	Choose a family member to read with every day. Set a goal for how many minutes. Keep track of your goal with stickers on a calendar.	Try working on a reading or writing school activity for a little bit longer than you were planning to. What is something you could tell yourself to keep going!	At the end of the week, write letter or an email to a family member. Tell them 3 things that you are proud of this week.	Research a person who in the world who has overcome obstacles or solved problems. (check list of recommendations if you want to some ideas)	Write a letter or an email to a family member or friends who is not living with you and check in to see how they are doing.	Have a virtual visit with a friend. Each take a turn choosing a person, place or thing. The other person has 20 questions to guess what it is.	Help out one of your family members with cooking or baking. Be in charge or reading the recipe!
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- Choose one activity a day or 5 activities a week.
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IEP Core Competency Goal	Personal Awareness & Responsibility: I can participate in actions that bring me joy and satisfaction and recognize that I play a role in my well-being by...			Social Awareness & Responsibility: I can interact with others and my surroundings respectfully by.		Communication: I can communicate with peers and adults by...	
Individual Student Objectives	...setting a goal to accomplish a task	...persevering when a task gets challenging	...celebrating my efforts and accomplishments	...solving problems myself and asking for help when I need it	...building relationships and working and playing cooperatively	...talking and listening to people I know	...communicating for a purpose
Home Activities	Set a goal to check in with your family each morning. Ask them if there is something you can do to support them that day.	Help out with a chore or activity in the house that you don't like to do. Try to get through it by taking breaks and thinking about a fun activity that you could do after	Check in with a family member after you have helped them out with a task. How do they feel? How do you feel?	Think about a time when you feel frustrated with a sibling or someone in your family. Think of two different ways that you could react to them.	Set up a game night with your family and/or friends (could be virtually)	Make an effort to respond right away to your parents when they ask you to do a chore.	Try out a new boardgame with your family member. Be in charge of reading out the instructions so everyone understands
Literacy	Choose a family member to read with every day. Set a goal for how many minutes. Keep track of your goal with stickers on a calendar.	Try working on a reading or writing school activity for a little bit longer than you were planning to. What is something you could tell yourself to keep going!	At the end of the week, write letter or an email to a family member. Tell them 3 things that you are proud of this week.	Research a person who in the world who has overcome obstacles or solved problems. (check list of recommendations if you want to some ideas)	Write a letter or an email to a family member or friends who is not living with you and check in to see how they are doing.	Have a virtual visit with a friend. Each take a turn choosing a person, place or thing. The other person has 20 questions to guess what it is.	Help out one of your family members with cooking or baking. Be in charge or reading the recipe!
Numeracy Activities	Set a goal to work on a math activity from your teacher. Check in with your teacher or EA to get feedback.	Keep track of when you get to a math activity that it hard. What is something you could do to keep going?	Teach a new math skill to one of your family members this week. What do you notice when you become a teacher?	Talk to you teacher or EA about some strategies that you can use if you are stuck on a math question. Try out the strategies one	Play a math game with someone in your family (see recommended list)	Have a check in with a teacher or an EA about a question you are having a hard time figuring out in your classroom assignment	Next time you are in a car or bus, organize a game with a family member that involves counting objects. E.g. how many red cars.

What are the grade based focus areas?

				time through before asking another person.			Explain the rules to the person or group in a way they can understand
<b>Movement/Outdoor Activity</b>	Set a goal to run or walk each day. Can you beat your distance or time record?	Run until you can't run anymore. Once you feel tired, give yourself a pep talk. What would you say to yourself to run for one more minute!	Try to find a trail or a small hike that you and your family can go on. Decide a finish point and celebrate then you arrive! Share with your family the hardest part of the hike that you made it through!	Be a problem solver when you are playing with a sibling or family member. How you help everyone to have a say, but also come to a solution together	Build an obstacle course in your home or yard for your family members	Go for a walk or a drive with a family member to try and find the sunset. Ask them what the best part of their day or week was.	Create a list of steps for
<b>Arts Based Activity</b>	Make a list of things you want to do over the next two months. Create a journal to keep track your goals as you complete them.	Social distancing is hard. On a day when you are having an extra hard time, create an art piece (drawing, painting, model) that shows what you are looking forward to when all this is over	Plan a party for the end of social distancing. Who will you invite? what will you celebrating? How can you share your appreciation for getting through this time?	Create a comic that tells the story of a problem you have had recently and how you solved it. What is the lesson other people could learn from your experience?	Create a family portrait that captures your time together during this time of social distancing.	Create hearts for your home window and bang some pots and pans at 7 pm to celebrate the healthcare workers during this time. If you know a health care worker, write their name in the heart. Why is it important to celebrate them right now?	Play a game of Pictionary with your family members or a friend (virtually)

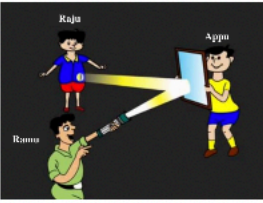

**Continuity of Learning Individual Education Plan 2020**

**Student Name:**

**Case Manager:**





















- Choose one activity a day or 5 activities a week.
- Try to take pictures of activities while you are doing them and keep track of all your activities in your IEP Portfolio.
- Try and choose an activity from each column by the end of June
- Have an idea for another activity? Let me know!

Goal Area	IEP GOAL & Objective	Home Based Activity	Literacy Activity	Numeracy Activity	Movement/Outdoor Activity	Arts Based Activity
Communicating	<b>I can respond meaningfully to communication from peers and adults by...</b>  ... making conversational communication exchanges.	Set up facetime, skype or a phone call. Get student to say good morning to 5 people they know. Have them choose a question to ask from their question communication board.	Have student choose a picture book. After reading each page, describe what you see in the pictures, and have student point to what you are describing	Go for a family walk, have student choose what they want count along the way (e.g. red cars, dogs, birds, trees), count items together as you find them	Play a guessing game like <b>Eye Spy</b> that looks for a specific colour. Celebrate with a dance party when you get the answer!	Take turns with family members to choose a favourite singer and/or band. Search for an online concert to watch and give each performance a thumbs up or thumbs down vote
Critical Thinking & Reflective Thinking	<b>I can explore by...</b>  ...interacting with a variety of hands on learning materials in the context of group learning activities.	Set up a parallel really soapy dish tub for student to wash dishes beside someone cleaning up after a meal	Make labels for items in the pantry. Have student type or print out labels and match picture beside each ingredient	Have student set table for dinner. Help them decide how many settings and what items they will need.	Help student find an internet dance. Get them to try and memorize one or two steps and put on a show for the family	Search " <b>Muffalo Potato</b> " on Youtube and get student to learn to draw a character using only numbers and letters.
Social Awareness & Responsibility	<b>I can interact with others and my surroundings respectfully by...</b>  ...engaging in group learning activities, within a classroom structure, for extended periods of time	Connect with class on a zoon call and remind everyone about the importance of handwashing  Share with them the " <b>Germ</b> s" book in PDF	Write a letter together to someone that you are missing. Send it in the mail or as an email!	Play a board game/card game that requires turn taking  Ex. Guess Who, Go Fish, Memory Matching	In the yard or in the living room play balloon volleyball. See how long you can go without the balloon touching the floor!	Make a card or artwork for someone you would like to cheer up!
SCIENCE	<b>Use scientific understandings to identify relationships and draw conclusions by...</b>  ...identifying sources of light and the effect light has on objects.	Make a rainbow at home: Place a small mirror half in a bowl of water with part of it sticking out. Put bowl near a window.  (early morning or afternoon)	Prediction and Research: Talk to student about what they think they will see if they look at their reflection in a spoon. Was their prediction correct? What will you see on the other side? Help them research online why that happened.	Use a mirror and a flashlight to direct light in different directions. Choose a spot on the wall or a family member and try to hit the target.	Play hide and seek with a flashlight	Drawing a shadow: Line up toys in the sun or with a light and trace the shadow that you see
NUMERACY	<b>Communicate mathematical thinking in many ways by...</b> ...showing my understanding of composing and decomposing numbers concretely with ten frames and manipulatives	Baking: Have student help with adding ingredients, helping them with prompts such as, "first we add..., next we add.... Then we add...."	Financial Literacy: Have a variety of coins, help student figure out different ways to make one dollar (make sure you wash hands after activity)	Play a card game and focus on counting how many cards everyone is holding after each round or the end of game (e.g. go fish, war)	Go on a Shapes Scavenger hunt: Hunt outside in the neighborhood and try and find 10 natural items. Organize them in a ten frame.	Help student search and find objects from around the house to create counting collections e.g. 10 items, 20 items, 30 items etc.)

	My Goals	Home Based Activity	Literacy Activity	Numeracy Activity	Movement/Outdoor Activity	Arts Based Activity
Communicating	I can have conversations with people I care about					
Critical Thinking & Reflective Thinking	I can explore with my hands					
Social Awareness & Responsibility	I can work together					
SCIENCE	I can find and play with light					
NUMERACY	I can show number in many ways					






Learning plan for the month of April

- Choose two activities per day to complete.
- Take pictures of your activities and send to Mrs. Lund!

Core Competencies	Home Activities	Literacy Activities	Numeracy Activities	Physical Activities
<p>I am responsible for myself</p> 	 <p>Pick a daily chore</p>	 <p>Practice tracing your name and letters of the alphabet</p>	 <p>Make your daily schedule</p>	 <p>Stretch along with a YouTube video.</p>
<p>I can care for others</p> 	 <p>Make a card for someone</p>	 <p>Film a video message for someone</p>	 <p>Follow a recipe with someone</p>	 <p>Help someone with a chore</p>
<p>I can talk to people I care about</p> 	 <p>Take pictures of your day to share</p>	 <p>Have a virtual visit with someone.</p>	 <p>Play a board game</p>	 <p>Go for a walk with someone and talk about what you see.</p>
<p>I can learn new skills</p> 	 <p>Plan what you will make for a snack</p>	 <p>Read with someone</p>	 <p>Practice counting</p>	 <p>Try a new exercise</p>

Learning plan for the month of April

- Choose one activity per day to complete.
- Take pictures of your activities and send to Mrs. Lund!

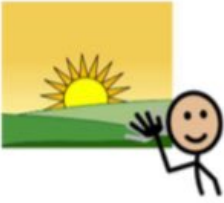

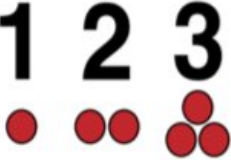



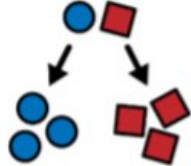




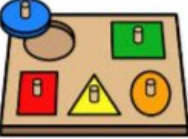



Core Competencies	Home Activities	Literacy Activities	Numeracy Activities	Physical Activities
 <b>Personal Awareness &amp; Responsibility:</b> I can participate in actions that bring me joy and satisfaction and recognize that I play a role in my well-being.	Set a goal to check in with your house members each morning. Ask them if there is something you can do to support them that day.	Check in with yourself. What Zone are you in? Start a journal- describe how you are feeling using words or pictures.	Set a goal- How long will you work on math this week? Or how many sections do you want to complete on <a href="https://www.mathletics.com">mathletics.com</a> ?	Find a beginner yoga routine on YouTube and follow along. Pay attention to your emotions and how your body feels when you are done.
 <b>Social Awareness &amp; Responsibility:</b> I can interact with others and my surroundings respectfully.	Set up a game night with your house members and/or friends (could be virtually).	Film a video or write a letter or email to someone you care about.	Follow a recipe and cook something for the people in your house.	Go for a walk with a house member and pick up litter on your route. Be sure to wear gloves, don't touch your face, and wash your hands when you are done.
 <b>Communication:</b> I can communicate with peers and adults.	Play a board game with a house member. Be in charge of reading out the instructions so everyone understands.	Have a virtual visit with someone. Play a game of categories!	Teach a math skill to someone in your house. What do you notice when you become a teacher?	Go for a walk or a drive with a family member to try and find the sunset. Ask them what the best part of their day or week was.
 <b>Creative Thinking:</b> I can use my imagination to create something new.	Take pictures with your house members and create a collage that captures your time together during this time of social distancing.	Go online research famous paintings. Try to re-create one with what you have in your house. Take a picture.	Create a drawing by tracing shapes you can find in your home (bottom of a can of soup, phone, remote control, pencil etc.)	Design a new exercise using what you have in the house. Take a picture or record a video.
 <b>Critical thinking:</b> I can explore by interacting with a variety of instructional materials.	Check out what food you have at home. Work with a house member to plan out your meals for the week with what you have in the house.	Complete the novel study activities Mrs. Lund provides.	Log into <a href="https://www.mathletics.com">mathletics.com</a> and practice some math skills.	Go on google maps and plan out a new route for a walk.

Student: 

Case Manager: Mrs. J. Braun

Classroom Teacher: K. Zonneveld

2019/2020

Goal Area	Objective	Home Based	Literacy	Numeracy	Movement/Outdoor	Arts Based
Communicating	<b>I can respond meaningfully to communication from peers and adults by...</b> ...using my proloquo app			<b>1 2 3</b> 		
Critical Thinking and Reflective Thinking	<b>I can explore by...</b> ...interacting with a variety of hands on learning materials.					
Social Awareness and Responsibility	<b>I can interact with others and my surroundings respectfully by...</b> ...engaging in group learning activities, at home or in the classroom, for extended periods of time			<b>3</b> 		

Student:



Case Manager: Mrs. J. Braun

Classroom Teacher: K. Zonneveld

2019/2020

Goal Area	Objective	Home Based	Literacy	Numeracy	Movement/Outdoor	Arts Based
Communicating	<b>I can respond meaningfully to communication from peers and adults by...</b> ...using my proloquo app	Take a video for seesaw, facetime with a family member and practice saying good morning using proloquo	Read a story together and have Isaac use proloquo to request book "again" or indicate "all done"	Count a group of toys at home and use the numbers on proloquo.	Go for a family walk or play in the house and play a guessing game like "Eye Spy" looking for a colour. Find the colour on the proloquo app and press the button when you find that coloured item.	Find a video of a song or show and after watching indicate "again" or "all done" using proloquo.
Critical Thinking and Reflective Thinking	<b>I can explore by...</b> ...interacting with a variety of hands on learning materials.	Set up a parallel play station of a tub filled with soapy dish water for student to wash dishes beside someone cleaning up after a meal.	Have student match toys to colours, shapes or numbers from his learning binder.	Have student help set table for dinner and count the number of forks, spoons, plates, etc.	Help student find an internet dance, or use one of Mr. T's activities on Seesaw and learn one or two steps to put on a show for the family.	Search for a "how to draw" video on youtube and practice drawing animals as a family.
Social Awareness and Responsibility	<b>I can interact with others and my surroundings respectfully by...</b> ...engaging in group learning activities, at home or in the classroom, for extended periods of time	Make a tower with blocks, or another structure, with someone and take turns putting in the pieces using "my turn" and "your turn" cues for each person's turn	Make a letter puzzle with someone and take turns putting in the pieces using "my turn" and "your turn" cues for each person's turn.	Make a group of toys for a certain number (ex. 5 cars) with someone and take turns putting in the pieces using "my turn" and "your turn" cues for each person's turn	In the yard or in the living room play balloon volleyball. See how long you can go without the balloon touching the floor!  <i>Bonus: Count the number of hits on the balloon and find the number on proloquo!</i>	Colour a picture with someone and take turns putting in the pieces using "my turn" and "your turn" cues for each person's turn

# Distance IEPs

1. Choose a student with an IEP
2. Turn each goal into an “I can” Statement
  - I can (goal) by (objective)
3. Record goals along top of Distance IEP template
4. Choose 3 - 4 focus areas based on their grade level
  - K-3 (literacy, numeracy, daily activity)
  - 4-7 (literacy, numeracy, daily activity, science and/or social studies)
  - 8-12 (each course they are in + prioritize literacy, numeracy, daily activity, life skill, community skill etc.)
5. Determine activities that align the I can statement to focus area
6. Connect to classroom activities as much as possible
7. Create a student friendly and a family friendly version as needed

Bob

April 14/ 2020

Bob is in Grade One and working on school routines. Bob is creative boy who loves to share his ideas and enjoys ocean - related topics/ creatures and outdoor activities. He arrives at 9:00am and leaves at 11:30PM. Bob struggled to attend school, manage in higher sensory environment for lengthy periods of time, and keep up academically (e.g. He does not yet recognize letters and sounds).

Concerns in the school setting include task refusal, aggressive behaviors when asked to do a non- preferred activity, self-regulation challenges and issues around peer interaction.

Bob recently got a diagnosis of ASD just before spring break and is in at - home learning as in class instruction has been dismissed.

Behavior is the main area of concern from the family side.

Mother is looking for support with:

- \* transitions
- \* reduce aggressive behavior
- \* establishing routine- visual schedule

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- S - SPECIFIC
- M - MEASUREABLE
- A - ACHIEVEABLE
- R - REALISTIC
- T - TIMELY

# A New Kind of S.M.A.R.T Goal

- S – STRENGTH BASED
- M – MEANINGFUL
- A- AUTHENTIC
- R- RESPONSIVE
- T - TRIANGULATED

# A NEW KIND of S.M.A.R.T Goal

## S – STRENGTH BASED

- “I can” statements

## M – MEANINGFUL

- Goals have place based purpose by
- Connecting to competencies or
- Connecting to inclusive lenses – personal, social intellectual

## A- AUTHENTIC

- Connected to a common curriculum of peers

## R- RESPONSIVE

- Honour the values of student and the family

## T – TRIANGULATED

- Consider evidence of learning that includes conversations, observations and products (qualitative)

Bob

## IEP goals

April 14/ 2020

Bob is in Grade One and working on school routines. Bob is creative boy who loves to share his ideas and enjoys ocean - related topics/ creatures and outdoor activities. He arrives at 9:00am and leaves at 11:30PM. Bob struggled to attend school, manage in higher sensory environment for lengthy periods of time, and keep up academically (e.g. He does not yet recognize letters and sounds).

Concerns in the school setting include task refusal, aggressive behaviors when asked to do a non- preferred activity, self-regulation challenges and issues around peer interaction.

Bob recently got a diagnosis of ASD just before spring break and is in at - home learning as in class instruction has been dismissed.

Behavior is the main area of concern from the family side.

Mother is looking for support with:

- \* transitions
- \* reduce aggressive behavior
- \* establishing routine- visual schedule

1. I can...

by...

2. I can...

by...

3. I can...

by...

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- (k-3) Focus
  - Literacy
  - Numeracy
  - Daily Activities



Conrad Elementary School

Home Learning April 20- 24, 2020

### Miss Honey- Division 4

Please refer to the learning plan mapped out below to establish a routine for your child during the time away from in class instruction. Please keep in mind your child's learning will look different and is **not meant to be a stressful experience**. This plan is intended to provide **1.5 hours per** day of focussed learning.

#### READ & WRITE:

- Write about your favourite activity each day in your journal. Draw a picture to match your sentence!
- Read or listen to "The Earth Book" by Todd Parr:  
[https://www.youtube.com/watch?v=Axj\\_5cRWEHY](https://www.youtube.com/watch?v=Axj_5cRWEHY)

In your journal, write about three ways you can help the earth! You can start your sentence with, "I can help the earth by..." if you would like. Remember to draw a picture that matches your sentences!

#### Sight Word Activities: long, some, there

- Find a stick and write your sight words in the dirt outside!
- Play a matching game with your sight words (write them on paper, turn them over and try to find the match!)
- Use magnetic letters to spell your sight words.
- Use each sight word in a sentence (you could speak your sentence or write it.)

Read or listen to the book: Earth Day Everyday By: Lisa Bullard on [getepic.com](https://www.getepic.com)

<https://www.getepic.com/app/read/48428>

Can you write out the steps [to](#)

#### THINK NUMBERS:

- Pick three different living things (for example, birds, trees and flowers.) Write your living things on a piece of paper. Go on a walk with your paper and make a tally mark every time you see your living things. How many times did you see each thing? What did you see the most of? How can you organize your information?

#### Pick a two- digit number on your hundreds chart

- Describe your number using tens and ones (for example: if your number was 12 you would say, one ten and two ones.)
- Make an addition sentence and a subtraction sentence that equals the number you have picked (for example:  $10+2=12$ ,  $14-2=12$ )
- Repeat this activity 4 times and record your sentences in your Math Journal

#### Pick a number between 10 and 20 (or 10 and 50 if you want to challenge yourself!

- Create 4 subtraction sentences for your number:

For example: (15)  $15-5=10$ ,  $15-10=5$ ,  $15-3=12$ ,  $15-2=13$

- Play a board game or a card game!

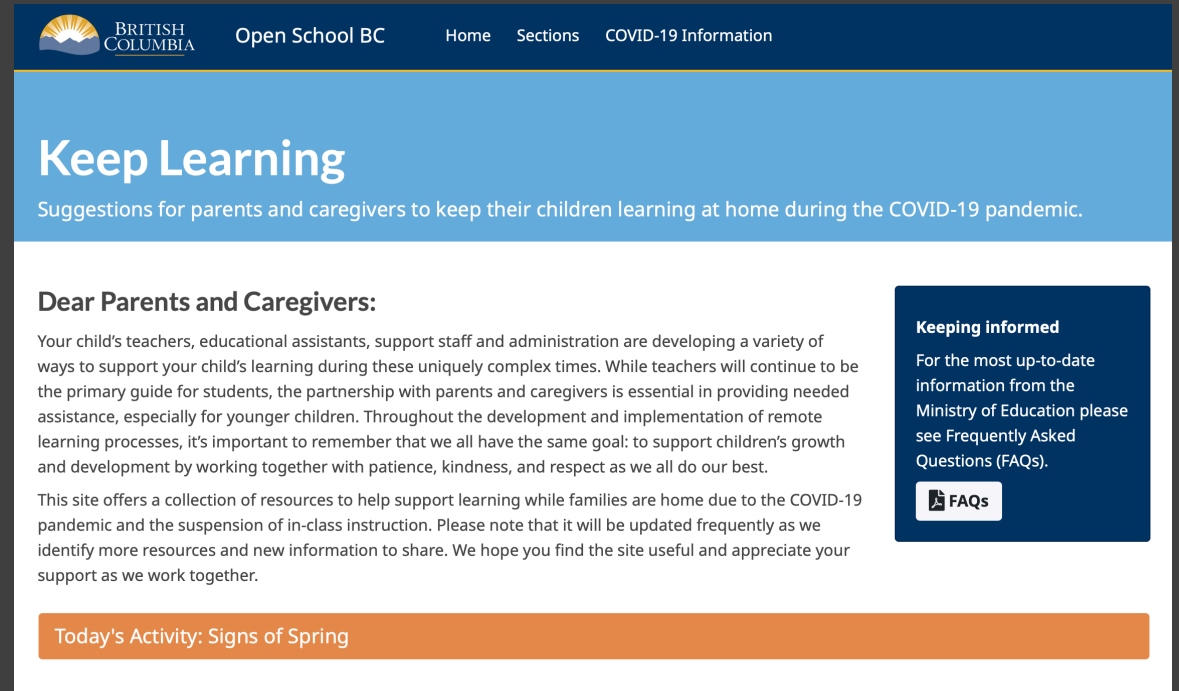
<p><b>CREATE:</b></p> <ul style="list-style-type: none"><li>• <b>Make a bird feeder using a pine cone, peanut butter and bird seeds!</b> <a href="https://www.youtube.com/watch?v=-uVugH7eaUU">https://www.youtube.com/watch?v=-uVugH7eaUU</a></li><li>• <b>Make a suncatcher using recycled plastic!</b> <b>You will need: markers (blue, green, brown or any earth colours), plastic, string, scissors and something to poke a hole in the plastic.</b> <a href="https://booksandgiggles.com/earth-day-upcycled-plastic-suncatchers/">https://booksandgiggles.com/earth-day-upcycled-plastic-suncatchers/</a></li><li>• <b>Collect rocks on a walk. Paint the rocks and return the painted rocks to our hike spot, or any special place you choose.</b></li></ul>	<p><b>EXERCISE:</b></p> <ul style="list-style-type: none"><li>• <b>Do Earth Day Yoga:</b> <a href="https://pin.it/5EAhwWV">https://pin.it/5EAhwWV</a></li><li>• <b>Go on a colour nature walk. Choose a colour and take pictures in nature of things you can find. I wonder if you can find anything blue growing in nature?</b></li><li>• <b>Go Noodle:</b> <a href="https://www.youtube.com/watch?v=KM-59ljA4Bs">https://www.youtube.com/watch?v=KM-59ljA4Bs</a></li></ul>
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# Visuals

- Board Maker
- Symbolstix
- Free – Visuals Engine
  - <https://connectability.ca/visuals-engine/>

# Resources

- <https://threadreaderapp.com/thread/1242509198870503424.html>
- <https://docs.google.com/spreadsheets/d/19gBDoufPcINFoOYnIZoeBw0gai9qz7KjhV9DmRAmstQ/htmlview>



The screenshot shows the top navigation bar of the Open School BC website. It includes the British Columbia logo, the text 'Open School BC', and links for 'Home', 'Sections', and 'COVID-19 Information'. The main heading is 'Keep Learning' in a large, bold font. Below the heading is a sub-heading: 'Suggestions for parents and caregivers to keep their children learning at home during the COVID-19 pandemic.' The main content area is titled 'Dear Parents and Caregivers:' and contains two paragraphs of text. The first paragraph discusses the role of teachers and the importance of partnership with parents. The second paragraph mentions the collection of resources on the site. To the right of the main text is a dark blue box with the heading 'Keeping informed' and text encouraging users to check the 'Frequently Asked Questions (FAQs)'. Below this box is a button labeled 'FAQs' with a document icon. At the bottom of the page, there is an orange banner with the text 'Today's Activity: Signs of Spring'.

BRITISH COLUMBIA Open School BC Home Sections COVID-19 Information

## Keep Learning


Suggestions for parents and caregivers to keep their children learning at home during the COVID-19 pandemic.

### Dear Parents and Caregivers:

Your child's teachers, educational assistants, support staff and administration are developing a variety of ways to support your child's learning during these uniquely complex times. While teachers will continue to be the primary guide for students, the partnership with parents and caregivers is essential in providing needed assistance, especially for younger children. Throughout the development and implementation of remote learning processes, it's important to remember that we all have the same goal: to support children's growth and development by working together with patience, kindness, and respect as we all do our best.

This site offers a collection of resources to help support learning while families are home due to the COVID-19 pandemic and the suspension of in-class instruction. Please note that it will be updated frequently as we identify more resources and new information to share. We hope you find the site useful and appreciate your support as we work together.

**Keeping informed**  
For the most up-to-date information from the Ministry of Education please see Frequently Asked Questions (FAQs).

 FAQs

Today's Activity: Signs of Spring