


Inclusion (in the Time of COVID)

Twitter: @tweetsomemoore
Instagram: Five Moore Minutes
Facebook: Five Moore Minutes

www.blogsomemoore.com
www.fivemooreminutes.com

Honoured to be sharing from Nexwlélexm (Bowen Island)
locating within Skwxwú7mesh (Squamish) Territory



We are **not just** going back to school

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

What is Continuous Learning?

At school, at home, or both!

- CONNECTION & ENGAGEMENT
- Continuing learning (vs trying to “Catch up”)
- Building on what kids already know
- Using interests & strengths
- Supporting/Coaching care givers
- Low tech options



Student Check Ins



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?

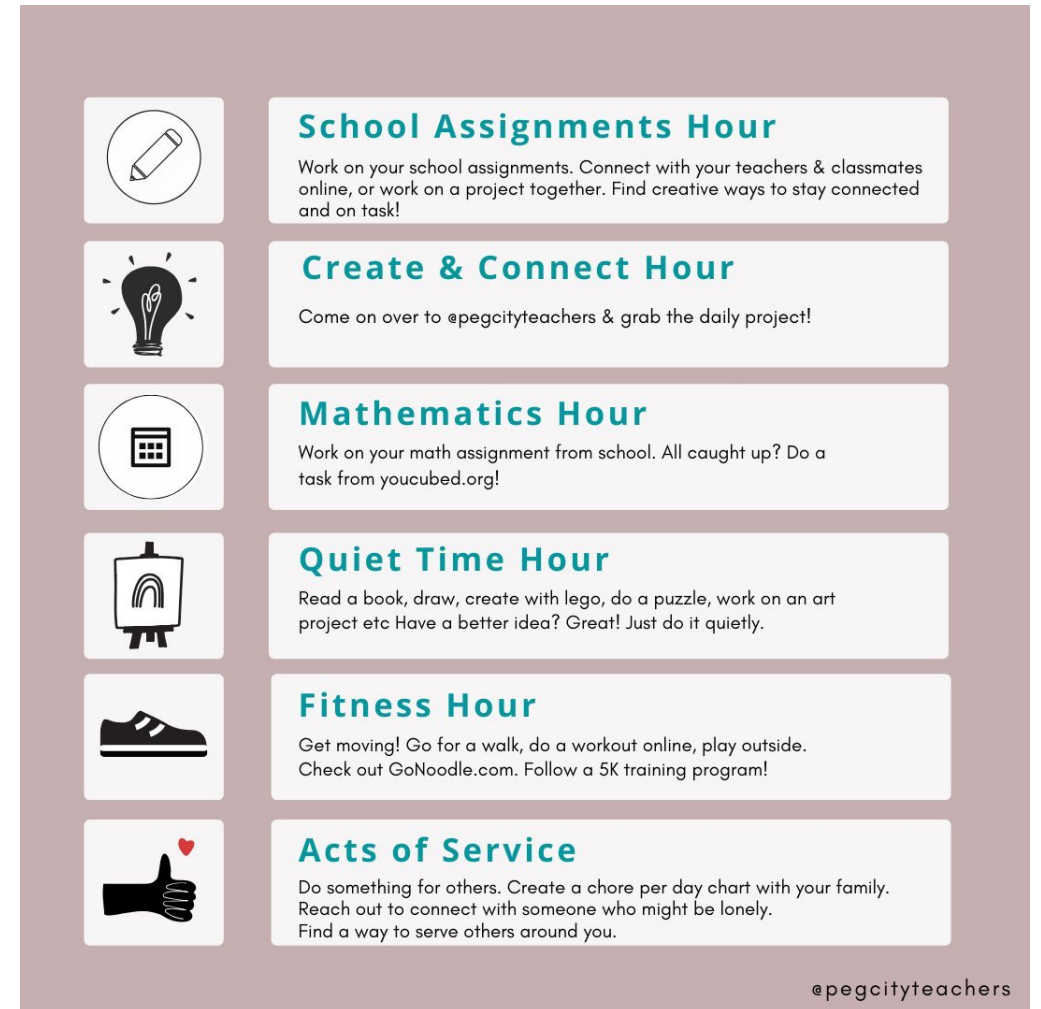
What's next?









EAs could be a great resource to support this

Big Ideas

- Goal based
- Choice of activities, time, complexity, location etc.
- Organized by goals **not time**
- Flexibility
- Movement
- Support students to **connect** with each other
- Connect learning to **interests**
- Start **accessibly**, provide **options** for more **complexity**




The infographic is a vertical list of seven activity categories, each with an icon, a title, and a description. The categories are: School Assignments Hour (pencil icon), Create & Connect Hour (lightbulb icon), Mathematics Hour (calendar icon), Quiet Time Hour (whiteboard icon), Fitness Hour (sneaker icon), and Acts of Service (thumbs up icon). The background is a light purple color.

Icon	Activity Name	Description
	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!
	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. 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.

@pegcityteachers


Planning for Choice & Complexity – (Month of Activities)

Goal: I can sustain intellectual curiosity by	Start here 			
Science 9 instructional Virtual Seminar (20 min)	<ul style="list-style-type: none"> I can wonder about a scientific topic 	<ul style="list-style-type: none"> I can ask scientific questions about a topic 	<ul style="list-style-type: none"> I can ask questions to further my inquiry 	<ul style="list-style-type: none"> I can sustain my inquiry over time
MUST DO: Literacy Activity	Choose a scientific topic from the list provided (concrete options) Make a list of what you already know about this topic	Choose one of your wonderings and turn it into a “scientific” question Find an article or video about your topic and list 3-5 questions that you have about it	Create another 3 -5 questions to help guide you in your research about the sun Research and explore to find some answers to your questions	Over the next month, research your questions. At your next check in, share some of your learnings in the class website
Movement or Outdoor Activity	Take a walk outdoors and practice recording some observations and wonderings	Find one location outside and observe it at a specific time over multiple days. Record your noticings and generate 3-5 questions	While in a car, organize a game for you and your family to practice asking questions about what they see. Try and turn them into scientific questions	Go back to your one location outdoors and continue to observe it for a longer period of time (e.g. a month), record what you notice
Arts Activity	Create a model of your scientific topic	Create an online poll asking the class or other about what questions they are interested	Create visual notes as you research information to help you inquire into your questions	Add to your visual notes in a new colour to show how your thinking is changing over time
Home Activity	Ask your family to vote on which questions that they are curious about	Ask your family to add to your list questions that they have	Organize a family inquiry. Choose a question that you are all interested in together	Create a blog or Padlet about you/ your family’s inquiry so that you can share your learning with others
Competency Activity	Personal Awareness: How does this topic connect or affect your life	Positive Personal Identity & Culture: Generate some questions about your family history and interview a family member	Critical thinking: Reflect on how the world would be different if your scientific topic didn’t exist	Social Responsibility: Include and investigate a question to your inquiry that targets the effects of your topic on the world

Choose 2 or 3 over the week



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What about IEPs?

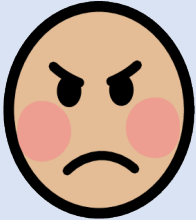

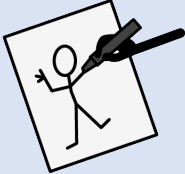










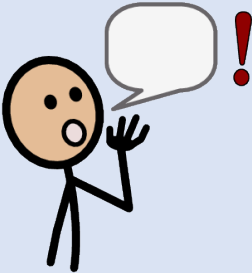
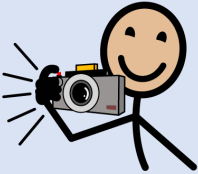

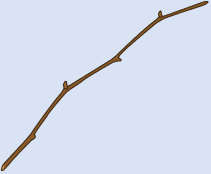












IEP HOME LEARNING PLAN

BOB: Grade 1

IEP Goals	1. I can make choices that keep me safe by feeling when I need a break	2. I can make choices that keep me safe by asking for a break	3. I can make choices that keep me safe by showing what I am feeling	4. I can use new words by putting sounds that I know together
<p>Focus Area: Literacy</p>	<p>If you notice Bob feeling frustrated in an activity try saying, “I see that you are frustrated” I hear you” “What could we do to be able to finish?” After the conversation, say, “could this be a good time to take break.”</p>	<p>Watch “The Earth Book,” When you see Bob starting to walk away, pause the book and ask, “Bob, do you need a break?” – show the visual. Allow him to take one. Offer choice for how long (e.g. 1 min or 2 min), come back and finish</p>	<p>Have Bob draw a picture in journal about how he works to save the ocean, label drawing with what you were feeling</p>	<p>Have Bob draw a picture in journal of something fun he did that day. Practice labelling picture using letters and words you know</p>
<p>Focus Area: Numeracy</p>	<p>Acknowledge and name the feelings and emotions that Bob is experiencing.</p> <p>“How about we take a break, and try coming back later”</p> <p>“I am here to help you if you need!”</p>	<p>Get Bob to fill a container with some favourite items or toys.</p> <p>Get Bob to count as far as he can, when he get stuck, offer to take a five minute break and then come back and ask him to try again, Did the break help?</p>	<p>Go for a walk outside, pick up garbage to save the ocean. Take pictures or a video to share with your class. Tell them how you felt when you were helping, count how many items you picked up</p>	<p>Count and collect 25 rocks on a walk, write or paint letters on them and practice making words</p>
<p>Focus Area: Daily Movement</p>		<p>Get Bob to choose his favourite colour. Go for a walk and take pictures of items that are that colour. Halfway through the walk take a break and notice how it feels to take a break</p>	<p>Have Bob choose a go noodle video, after Bob has finished, talk to him about what he is feeling – introduce words (tired, excited, successful, fun)</p>	<p>Go outside and ask Bob to find a stick and write words he knows in the sand or dirt</p>
<p>Focus Area: Competencies (Helping out at home)</p>		<p>Get Bob to choose a household chore to help out with. If a moment comes up where he doesn’t want to finish the job, ask if he wants to take a break and come back to it later. Give him a closed choice about how much time he needs (e.g. Do you need 5 minutes or 10 minutes or before dinner or after dinner)</p>	<p>Prompt Bob with “I can help the ocean by...” and then present options of household chores (recycling, composting, sorting plastics, picking garbage...)</p> <p>Ask Bob, how it feels to help the ocean – introduce words, proud, happy, excited</p>	<p>Get Bob to help label items in some containers in a cupboard or pantry - write them on labels or type them out, support him to sound out the words as much as he can</p>

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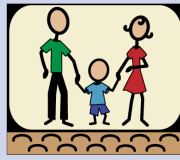
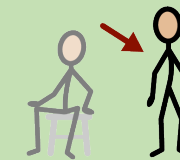






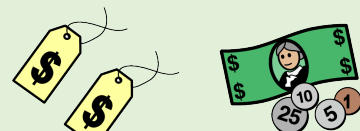

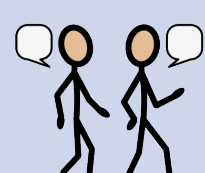


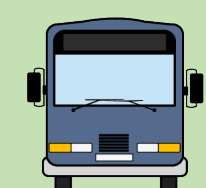

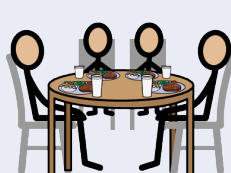


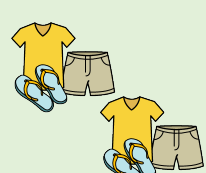
IEP HOME LEARNING PLAN

Amy: Grade 11

Goal Area	Personal Awareness & Responsibility	Personal Awareness & Responsibility	PE 11/12	English 11	Work Experience 11/12
IEP Goals (Long Term Goal)	I can be focused and determined	I can make choices that benefit my wellbeing and keep me safe in my communities by:	I know ways to monitor and adjust physical exertion level by	I can demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes by	I can demonstrate progression of skills learned specific to the work experience placement by
Objective (Short Term Goal)	finishing a job that I start before moving onto the next	knowing who is safe to talk to and who is not	knowing when I can push myself to build strength in my legs and core an when I need physical support	greeting and asking appropriate questions at work	watching job site videos to familiarize myself with my work experience placement
Literacy	Make a list of things you need to get done for the day. Try to finish one item before moving to the next. Notice how many things you got done at the end of the day	Watch a movie that you love. Notice which characters would be people that you would feel safe talking to and which ones you would feel nervous about. What about these people makes you feel unsafe?	Get the people in your family to pretend to be Gap shoppers, practice standing and talking to them as long as you can. See how long you can stand before needing your chair.	Have a conversation with your family and ask them how they greet different people in their life. For example, how do they say hi to their friends, vs. their co workers or people they don't know. Practice and come up with your own list greetings	Watch the videos that GAP lent to you that explains the job
Numeracy	Practice learning how to read an analog clock. When it get hard, take a break. Check out the website provided.	Talk to your family about safety and time of day. Are there certain times of the day where we need to take extra caution when we interact with people	Using a timer, see how long you can stand for. Keep track of your time and see if you can beat your time each day,	Take a look at the bus time schedule website and make a plan to get to and from work on time	Practice identifying coins and bills. Look at the GAP website and try to create certain amounts that you see on some of your favourite outfits
Daily Movement Activity	Set a goal to walk for a certain amount of time. Go outside and walk and try to meet your goal. When it gets hard, take a break, but try not to quit	Following social distancing guidelines, take a walk with a family member or friend. Practice saying "hello" and smiling at people who you feel are safe.	Find some weights or heavy items that you can use to do a weight workout at home. Try and focus on pushing yourself as far as you can	Set up a zoom call with different family members. Practice asking them questions. Pretend they are shopping at a store you are working at	Practice taking the bus to and from your home to your new job.
Home/Life Based Activity	Choose an area of your home that needs to be tidied up. Take a look and ask yourself, "what could I do to make this space better than how I found it?"	At dinner, talk to your family about ho they stay safe when they are out in the world	Go on a bike ride with your family with your adapted bike	Go to the grocery store with a family member (remember to wear a mask) practice greeting and asking questions to employees at the store	Help organize your laundry and clothes. Make outfits that would be good to wear at work. Have a fashion show with your family or on a zoom call with your friends

IEP HOME LEARNING PLAN

Amy: Grade 11

Goal Area	Personal Awareness & Responsibility	Personal Awareness & Responsibility	PE 11/12	English 11	Work Experience 11/12
IEP Goals (Long Term Goal)	I can be focused and determined by finishing a job that I start before moving onto the next	I can make choices that benefit my wellbeing and keep me safe in my communities by: knowing who is safe to talk to and who is not	I know ways to monitor and adjust physical exertion level by knowing when I can push myself to build strength in my legs and core and when I need physical support	I can demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes by greeting and asking appropriate questions at work	I can demonstrate progression of skills learned specific to the work experience placement by Practising the skills I will need when I go to my job at the Gap
My Goals	 FINISH I can finish a job	 I can be safe	 I can get stronger	 I can ask questions and have conversations	 I can work at the Gap (when it is safe))
Focus Area: Literacy					
Focus Area: Numeracy					
Focus Area: Daily Movement Activity					
Focus Area: Home/Life Based Activity					

- 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	I can respond meaningfully to communication from peers and adults by... ... 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 Eye Spy 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	I can explore by... ...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 " Muffalo Potato " on Youtube and get student to learn to draw a character using only numbers and letters.
Social Awareness & Responsibility	I can interact with others and my surroundings respectfully by... ...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 " Germ 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	Use scientific understandings to identify relationships and draw conclusions by... ...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	Communicate mathematical thinking in many ways by... ...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					

NEXT STEPS...

What is something you are looking forward to?

What is something you want to share or try?

What is something you can let go of?

What is ~~Continuous~~ Learning?

- CONNECTION & ENGAGEMENT
- Continuing learning (vs trying to “Catch up”)
- Building on what kids already know
- Using interests & strengths
- Supporting/Coaching care givers
- Low tech options





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