

Inclusive Planning & Design (in the Time of COVID)

Twitter: @tweetsomemoore

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www.blogsomemoore.com

www.fivemooreminutes.com



We are **not** home
schooling

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

CONNECTION before CURRICULUM

What is Continuous Learning?

- CONNECTION & ENGAGEMENT
- Continuing learning
- Focus on grade band priorities & family priorities (e.g. communication)
- Use interests & strengths
- Coach care givers
- Low tech options



Check in

What are you looking forward to?

What are some worries?

Where can you start?

Planning Big Ideas

- Goal based
- Choice of activities
- 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**



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.

Planning Big Ideas

- Goal based
- Choice of activities
- Organized by goals **not time**
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Dr. Baked Potato

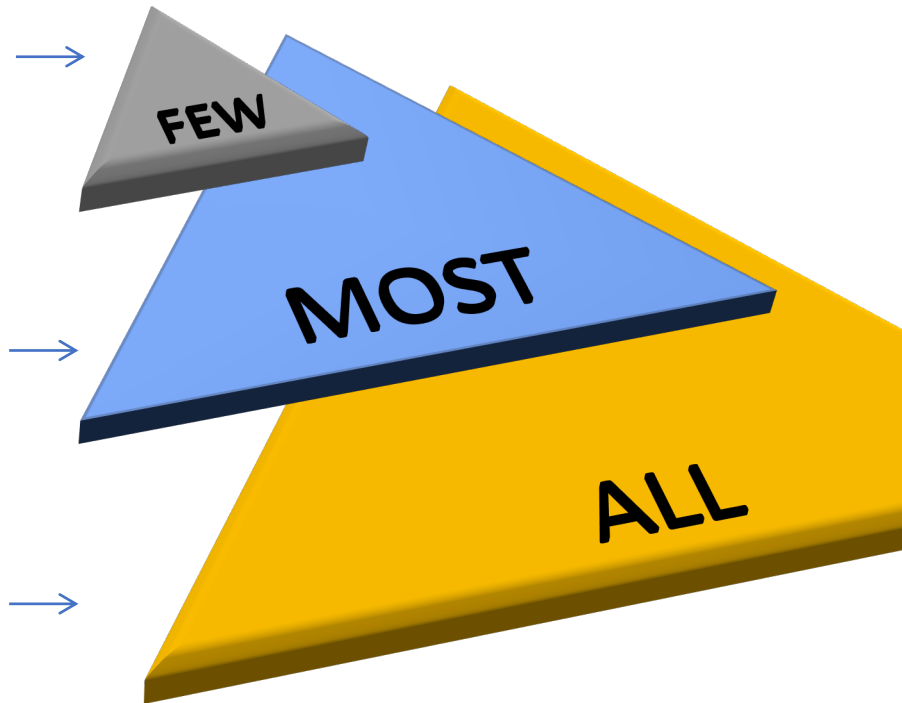


Planning Pyramid

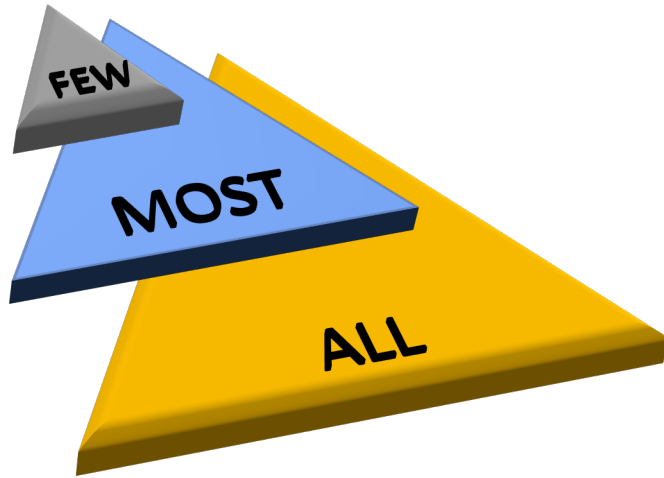
Even More Complexity

More Complexity

Essential Concept



[www.FIVEMOOREMINUTES.COM](http://www.fivemooreminutes.com)
Inclusive Education: It's not more work, it's different work!



Why is the Planning Pyramid Useful?

[www.FIVEMOOREMINUTES.COM](http://www.fivemooreminutes.com)
Inclusive Education: It's not more work, it's different work!

Planning pyramid

- Adjustable curriculum
- More than one “standard” designed for the average
- Start together - multiple exit points
- Increasing complexity of achievement indicators
- Start from access, add on challenge
- A goal continuum
- Different from a rubric

The tricky think about rubrics?

	Deficit	Deficit	Standard
Goal			



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Inclusive Education: It's not more work, it's different work!

THE SCRUMPTIOUS RUBRIC REFERENCE

BARELY HANGING ON



The customer wants a refund. Bread alone is not a sandwich. It's like you gave the bread and pop out just to show you were listening.

Translation: You only did the small stuff to suffice turning it in. The artwork is missing all important details and signs of understanding or perseverance.

NEEDS SOME UMPH



Your sandwich disappoints the customer. There's no flavor and not enough meat, if any at all. About the only thing great is the Citrus Drop.

Translation: You are missing important details within your artwork. Expectations are not met. Improvement is needed and lack of understanding is present.

GETS THE POINT



Your sandwich met expectations. It has flavor but nothing too exciting. You included the meat but gee, a side of chips would be nice.

Translation: Your artwork meets expectations, you went as far as the requirements expected and you used what knowledge you had to do so.

RIGHT ON!



Your sandwich went beyond expectations. You threw in some extra flavor and tomatoes and surprised the customer with a side of chips.

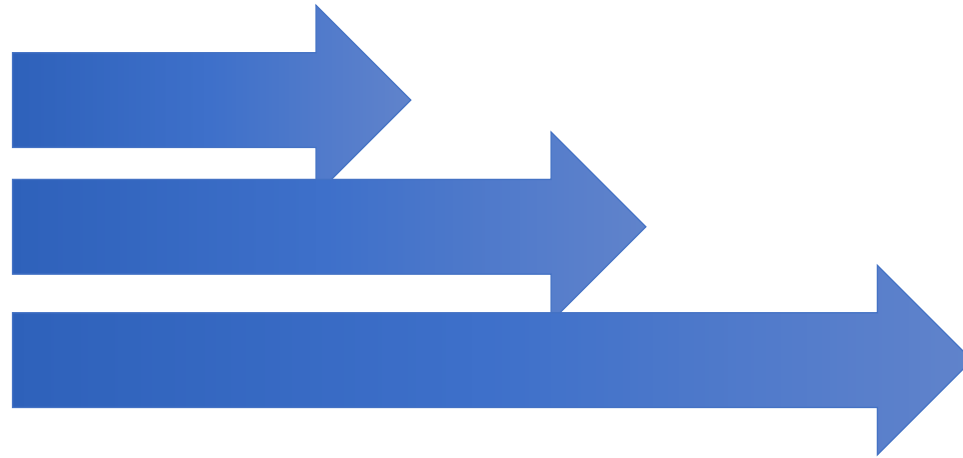
Translation: Your artwork exceeds all expectations; you used creativity, went beyond the basic requirements and showed obvious understanding.

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Inclusive Education: It's not more work, it's different work!

A Goal Continuum

	Essential Concept	More complexity	More complexity
Goal			



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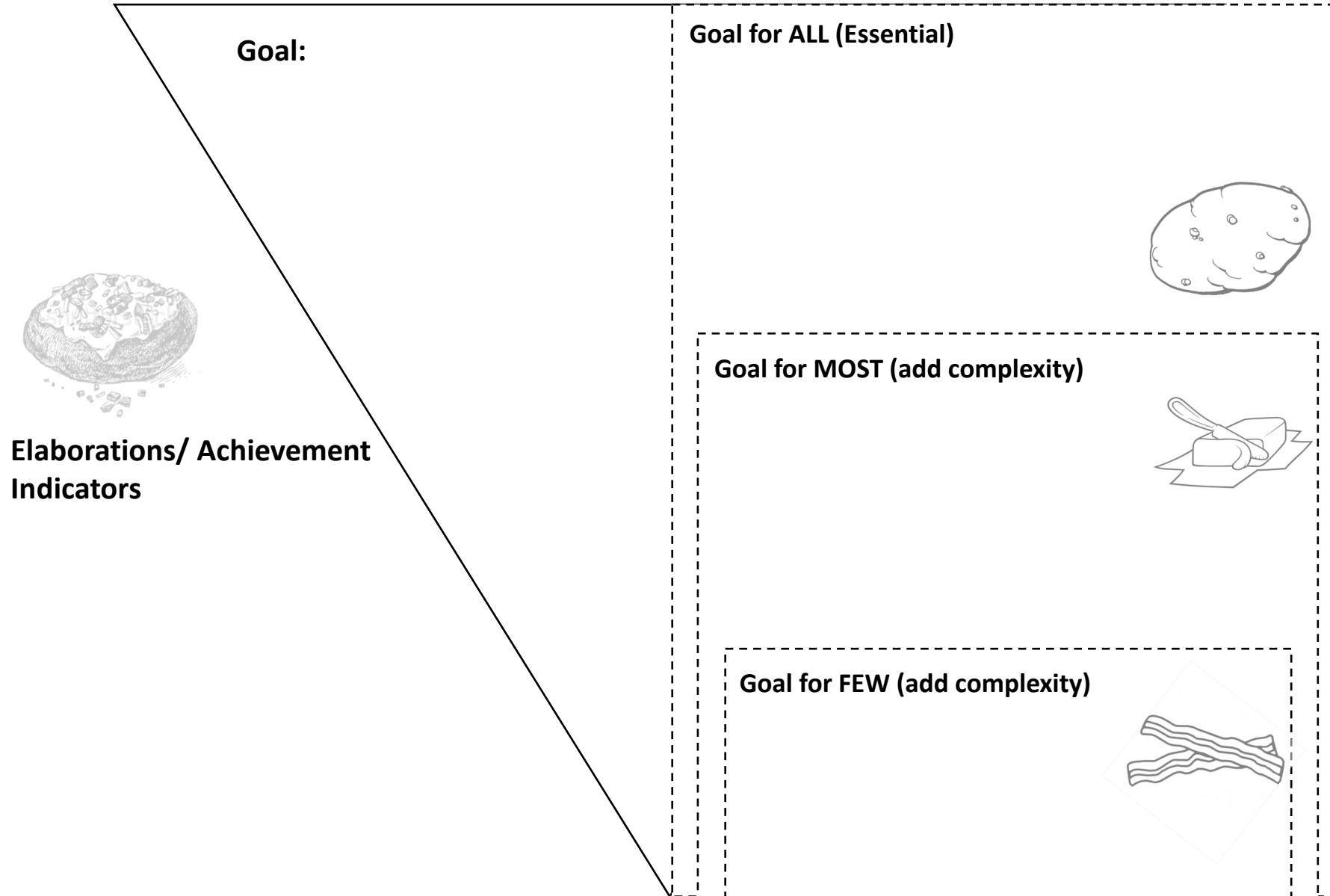
One useful thing...

How could we use the planning pyramid?

Building a goal continuum for a curricular goal or outcome

- Choose a **grade appropriate** curricular **goal** or learning outcome
- **Prioritize** achievement indicators or elaborations to determine most **essential** content, skills or competencies
- Chunk remaining indicators or elaborations to **increase complexity**

The Baked Potato Planning Strategy:

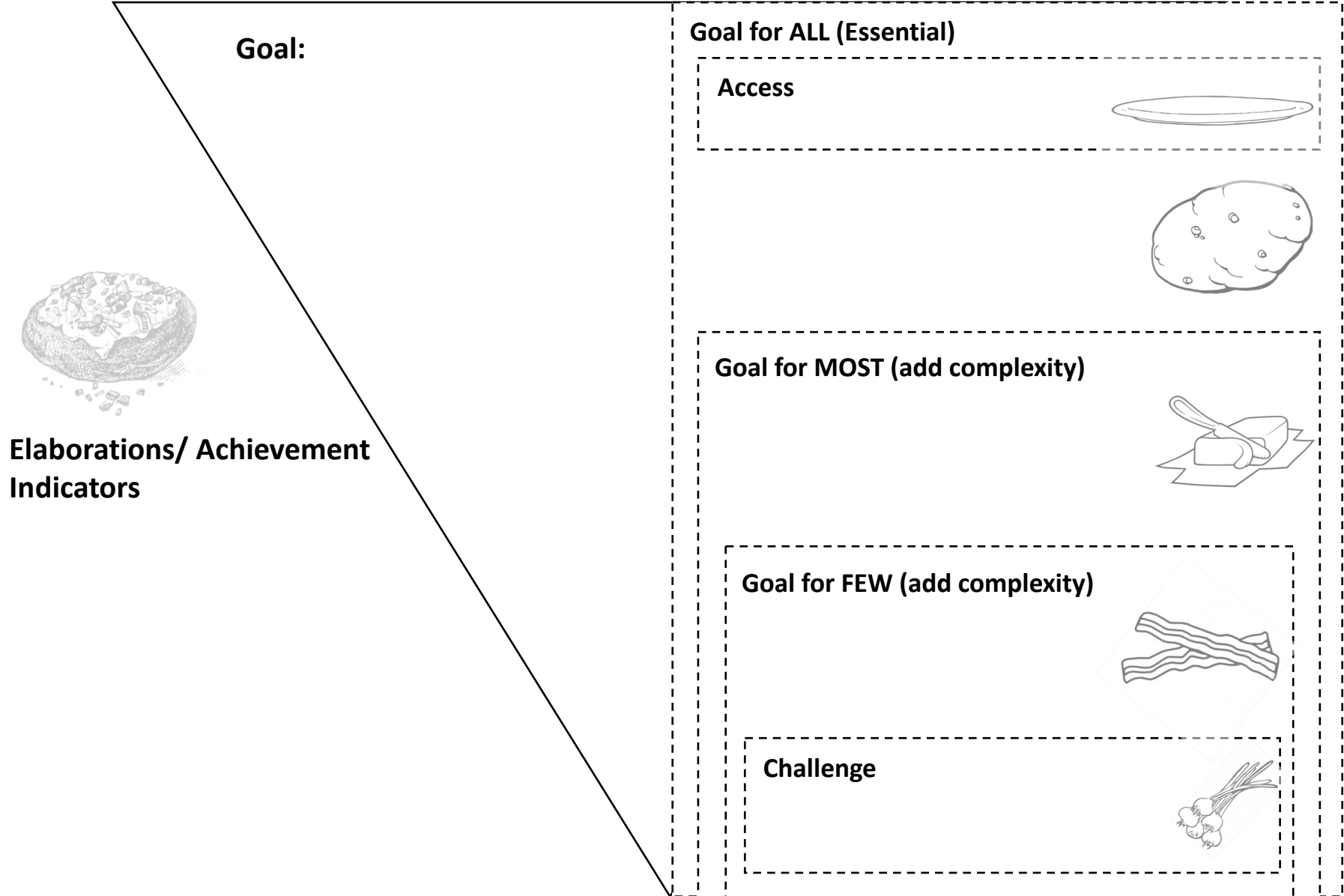


How do we use the planning pyramid?

Step. 1 - Build a learning continuum for a curricular goal or outcome

- Choose a **grade appropriate** curricular **goal** or learning outcome
- **Prioritize** achievement indicators or elaborations to determine most **essential** content, skills or competencies
- Chunk remaining indicators or elaborations to **increase complexity**
- **Extend** for students who need **support** (**Access**)
- **Extend** for students who need **challenge** (**Extension**)

The Baked Potato Planning Strategy:



Example

- Grade 6/7 class
- Classroom teacher/ support teacher
- How can we use inclusive design based strategies to respond to student needs in our classroom community?

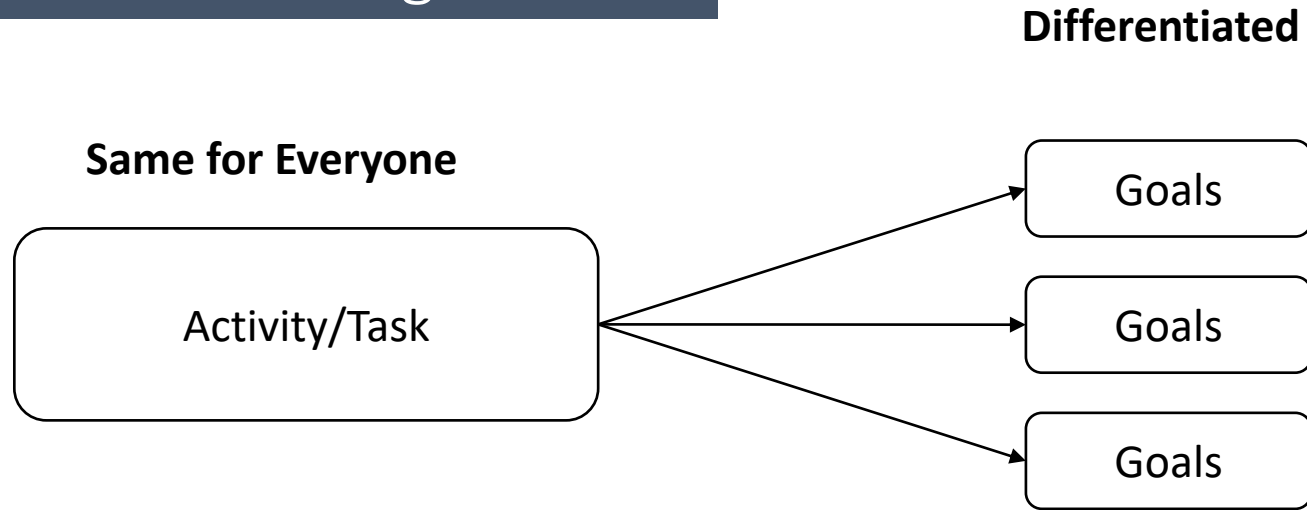
Once the airplane is built...

Student's Job: To make the adjustments to the "airplane"

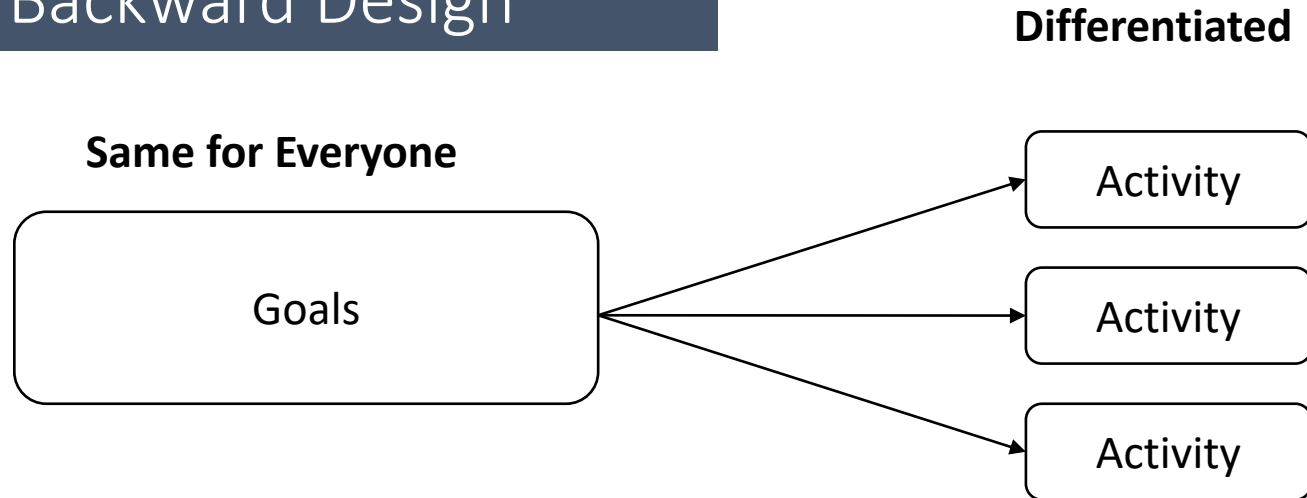
The "Airplane" has three parts:

- **Curriculum Design:** What are the curricular goals?
 - Choice of **challenge**
- **Universal Design:** What supports & strategies do students need to meet the goals?
 - Choice of **supports & strategies**
- **Assessment Design:** How do we know students have met the goals?
 - Choice of **evidence**

Forward Design



Backward Design



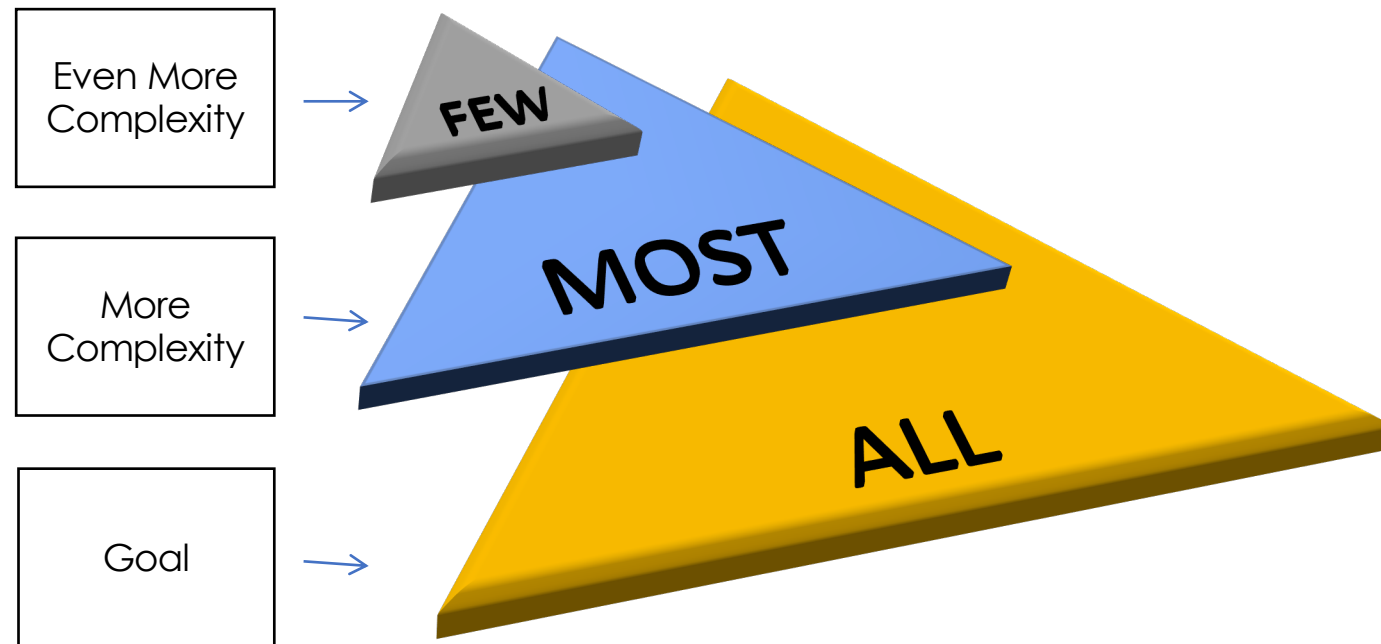
Backwards Design Big Ideas:

- Every curriculum has **curricular goals**
- We need to **choose goals** to teach for every **unit**
- We organize goals around a **big idea/question**
- We need to **translate** those goals into **student friendly language**
- **Students** need to **know the goals**
- **ALL** learning activities can be **EVIDENCE of learning**
- We **evaluate goals** NOT activities
- Student choose their **best examples** of evidence (triangulation)

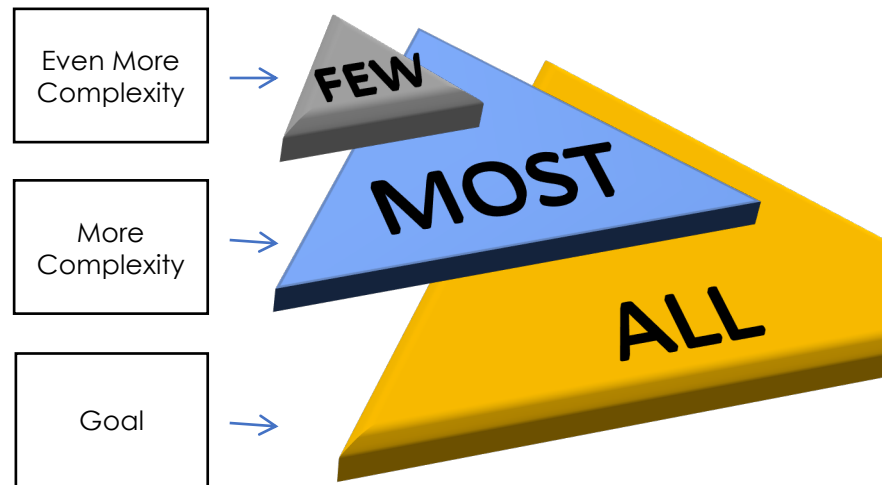
Backwards Design – Designing the Airplane

Class: Gr. 6/7		Planning Team: Shackles, Locke & Moore	
Essential Question: What does it mean to be personally aware and responsible and how can this help me in my life inside and outside of school?			
Key vocabulary:		goal, celebrate, effort, accomplishment, persevere, advocate, plan, initiative	
Curricular Goals			
Competency Goal		I can be personally aware and responsible by being self determined	
Competency Goal		I can be personally aware and responsible by being self regulated	
Summative Tasks (Self Evaluation)			
New format (3D model)		Create a 3D model that represents your understanding of being personally aware & responsible	
Choice Format (letter, comic book, conversation)		Describe how being personally aware & responsible connects to and can help you in your own life	

Planning Pyramid: Start from access, build on challenge



Adjustable Curriculum: Planning Pyramid



Goal: I can become personally aware and responsible by...

Goal for FEW

- I can take **initiative** and make change in myself and the world (self determination)
- I can adjust a plan that I have made to meet a goal (self regulation)



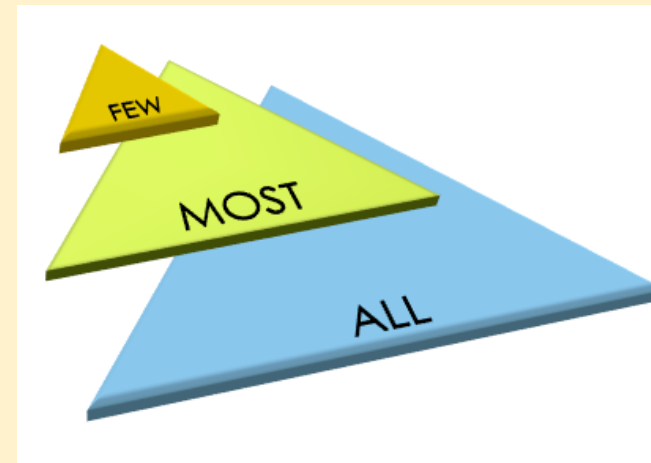
Goal for MOST

- I can **advocate** for my myself and my ideas (self determination)
- I can implement a **plan** that I have made to meet a **goal** (self regulation)

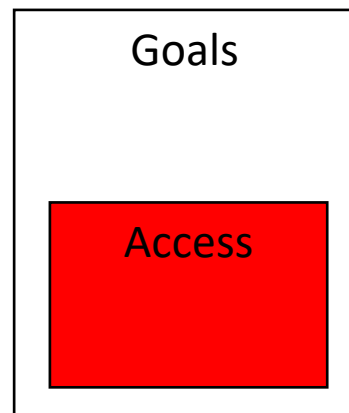
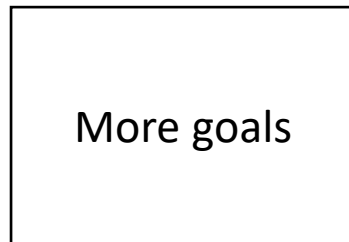


Goal for ALL

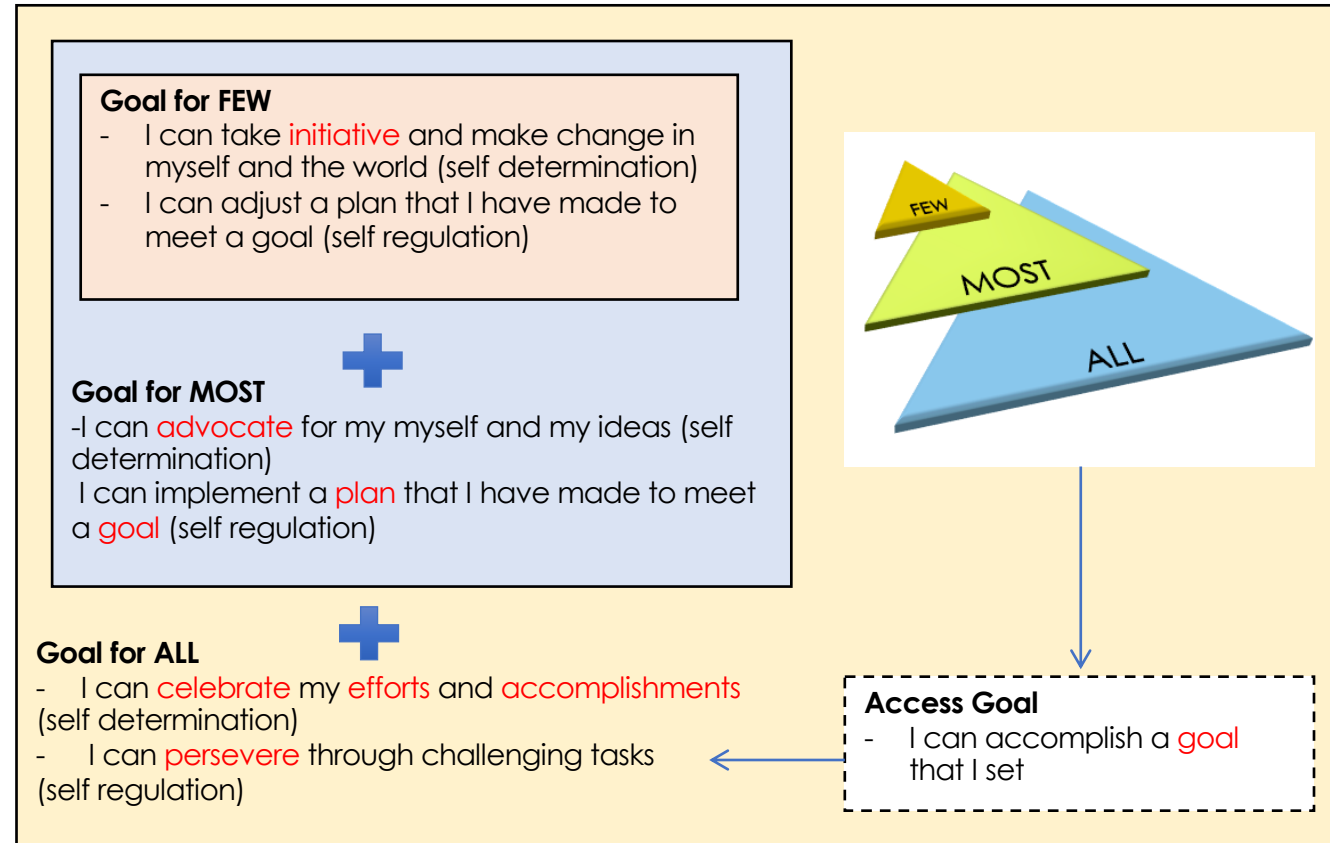
- I can **celebrate** my **efforts** and **accomplishments** (self determination)
- I can **persevere** through challenging tasks (self regulation)



Planning for the RANGE: Extending for further access and challenge



Planning for the RANGE: Extending for further access and challenge



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Learning Maps: Making the Airplane Adjustable

Class: Gr. 6/7

Planning Team: Shackles, Locke & Moore

Essential Question: What does it mean to be personally aware and responsible and how can this help me in my life inside and outside of school?

Key vocabulary: goal, celebrate, effort, accomplishment, persevere, advocate, plan, initiative

Goal Continuums

I can be personally aware and responsible by:

Start Here 

Goal	Access Goal (plate)	Goal for ALL (potato)	Goal for MOST (dairy)	Goal for FEW (bacon bits)
being self determined	<ul style="list-style-type: none"> I can set a goal 	<ul style="list-style-type: none"> I can celebrate my efforts and accomplishments 	<ul style="list-style-type: none"> I can advocate for my myself and my ideas 	<ul style="list-style-type: none"> I can take initiative and make change in myself and the world
being self regulated	<ul style="list-style-type: none"> I can accomplish a goal 	<ul style="list-style-type: none"> I can persevere through challenging tasks 	<ul style="list-style-type: none"> I can implement a plan that I have made to meet a goal 	<ul style="list-style-type: none"> I can adjust a plan that I have made to meet a goal

The Lessons!



Backwards Design – Designing the Airplane

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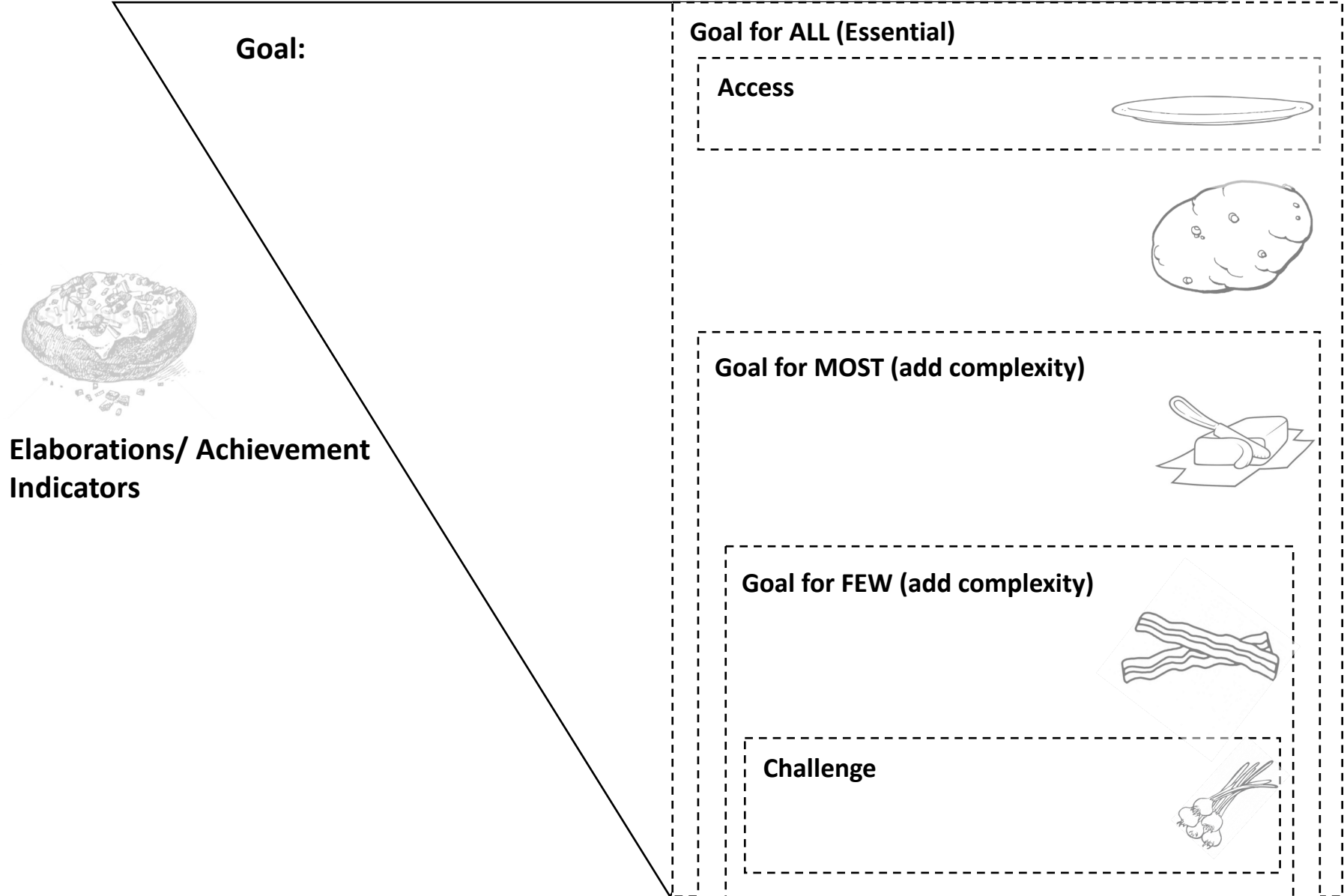
Goal Continuums

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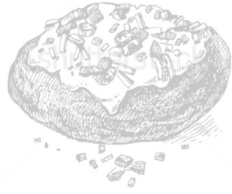
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The Baked Potato Planning Strategy:



The Baked Potato Planning Strategy: Grade 9 Science



Curricular Competency Goal:
I can sustain intellectual curiosity.

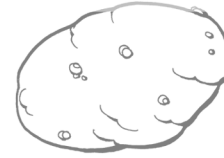
Goal for ALL

Access

- I can wonder about a scientific topic



- I can ask scientific questions about a scientific topic



Goal for MOST

- I can ask questions to further my inquiry



Goal for FEW

- I can sustain my inquiry over time




Extension

- I can create and sustain an inquiry about a scientific topic of my own interest




Planning for Choice & Complexity – (Month of Activities)

Goal: I can sustain intellectual curiosity by	Start here 			
Science 9 instructional Virtual Seminar	<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				
Movement or Outdoor Activity				
Arts Activity				
Home Activity				
Competency Activity				

Choose 2 or 3 over the week 

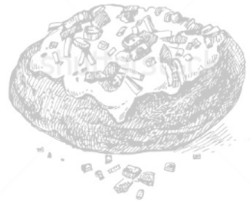
Planning for Choice & Complexity – (Month of Activities)

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



The Baked Potato Planning Strategy: Grade 2 Math



Content Goal:
Number concepts to 100

Elaborations

counting:

- skip-counting by 2, 5, and 10:
 - using different starting points
 - increasing and decreasing (forward and backward)
- Quantities to 100 can be arranged and recognized:
 - comparing and ordering numbers to 100
 - benchmarks of 25, 50, and 100
 - place value:
 - understanding of 10s and 1s
 - understanding the relationship between digit places and their value, to 99 (e.g., the digit 4 in 49 has the value of 40)
 - decomposing two-digit numbers into 10s and 1s
- even and odd numbers

Goal for ALL

Access

- Counting by 1 s



- Skip Counting by 2, 5, 10
- Increasing counting forward
- Benchmarks 25, 50, 100



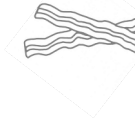
Goal for MOST

- Increasing counting different starting points
- Decreasing/ counting backwards
- Place value



Goal for FEW

- Decreasing counting different starting points
- Decomposing number




Extension (I CAN TRY...)

- Even and odd numbers



Planning for Choice & Complexity – (Month of Activities)

Goal: I know number concepts to 100	Start here 			
Math 2	<ul style="list-style-type: none"> Counting by 1 s 	<ul style="list-style-type: none"> Skip Counting by 2, 5, 10 Increasing counting forward Benchmarks 25, 50, 100 	<ul style="list-style-type: none"> Increasing counting different starting points Decreasing/ counting backwards Place value 	<ul style="list-style-type: none"> Decreasing counting different starting points Decomposing number
MUST DO: Numeracy Interactive Activity				
Literacy Activity				
Movement or Outdoor Activity				
Arts Activity				
Home Activity				
Core Competency Activity				

Choose 2 or 3 over the week 

Continuous Learning 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 peer group grade level
 - K-3 (family priority areas, literacy, numeracy, daily movement activity, competencies)
6. Connect to classroom activities as much as possible
7. Create a student friendly and a family friendly version as needed



IPPs??

IEP Goal	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)				

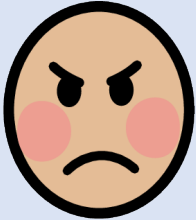

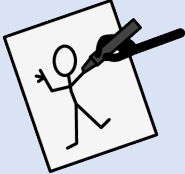










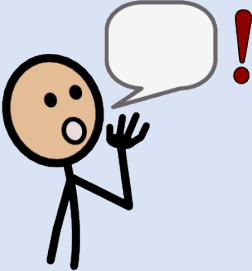
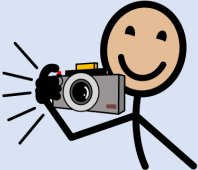

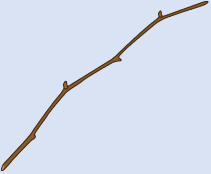












IEP HOME LEARNING PLAN

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>

IEP HOME LEARNING PLAN

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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																																
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Focus Area: Numeracy		<p>1 2 3</p>   	<p>1 2 3</p>   	<p>1 2 3</p>   																																
Focus Area: Daily Movement																																				
Focus Area: Competencies (Helping out at home)		<table border="1" data-bbox="1154 1160 1388 1360"> <thead> <tr> <th>CHORES</th> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> <th>S</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	CHORES	S	M	T	W	Th	F	S																										
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- 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					

IEP HOME LEARNING PLAN

Kevin: Grade 5


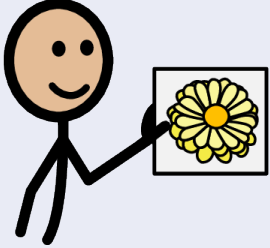
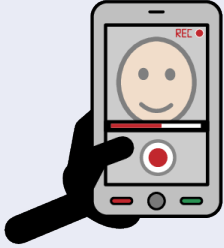

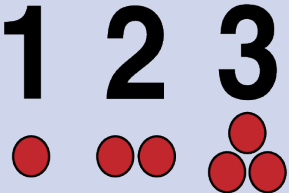
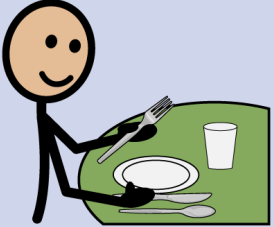
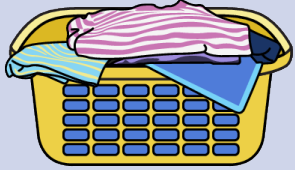
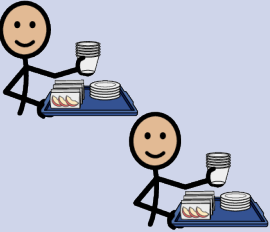
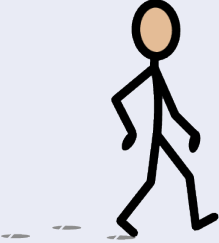






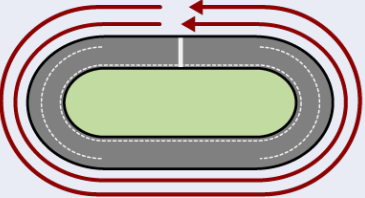




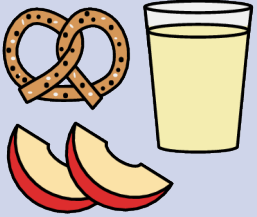



Goal Area	Personal Awareness & Responsibility			Social Awareness & Responsibility		Communication	
IEP Goals	I can participate in actions that bring me joy and satisfaction and recognize that I play a role in my well-being by...			I can interact with others and my surroundings respectfully by.		I can communicate with peers and adults by...	
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 Based Activity	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 Activity	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!

IEP HOME LEARNING PLAN

Kevin: Grade 5

Goal Area	Personal Awareness & Responsibility			Social Awareness & Responsibility		Communication	
IEP Goals	I can participate in actions that bring me joy and satisfaction and recognize that I play a role in my well-being by...			I can interact with others and my surroundings respectfully by.		I can communicate with peers and adults by...	
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
Numeracy Activity	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 time through before asking another person.	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. Explain the rules to the person or group in a way they can understand
Movement Activity	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
Arts Based Activity	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 though 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)

Goal Areas	Communication	Personal Awareness & Responsibility	Social Responsibility	Foods Class Goal
IEP Goals & Objectives	1. I can respond to my family and friends by showing what I like and want	2. I can keep going when things are hard by choosing a fun activity when I finish my work	3. I can be responsible by helping my friend and family	4. I can be healthy by preparing myself a snack
Focus Area: Literacy	Get J to choose a picture book, after you read each page ask, "show me what you like" verbalize that he shows you	Choose an activity that you worked really hard for this week, take a picture or make a video to share with a friend or family member who doesn't live with you	Video J doing an activity that is helpful. Re watch the video and point out what he did that was great.	Get J to look at a grocery flyer and choose 1 or 2 items for the grocery list (e.g. 1 healthy item, 1 treat)
Focus Area: Numeracy	Create a scavenger hunt for J that gets him to collect (e.g. 5/10/15) of his favourite items from around the house	Get J to set the table, if he gets stuck, say, "you can do it," "one more," or "keep going!" make a big deal when he completes the task and reward with a fun activity or task	Get J to help with laundry, get him to make a pile of white clothes, try other colours of piles	Get J to prepare a snack for himself and for other person, ask who has more? Get him to try and make the portions equal by counting (e.g. one cracker for you, one for you)
Focus Area: Daily Movement	Get J to chose a place that could be walked, bike, etc. and make a trip (e.g. to get ice cream)	First get J to choose a chore in the house to complete, and then ask him him to choose a fun activity once he is done	Go for a walk around the track with someone in your family, try to walk 5 laps before heading home. Keep track of laps using sticks or rocks	Get J to help out and involved in a kitchen activity e.g. baking, cooking
Focus Area: Course: Foods	Offer J 3 options of snack foods and practice making them together	Get J to try a new food, do a 3-2-1 count down, encourage and celebrate the effort and then choose something fun to do or eat	Get J to was hands before eating, after eating and when coming back from outside	Get J to clean up after his snack







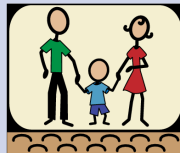
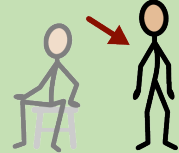



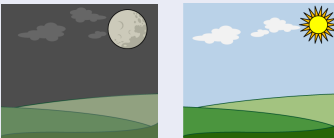

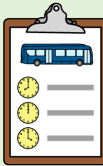
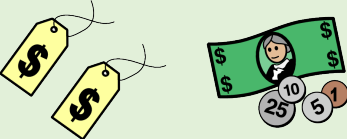

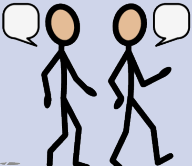




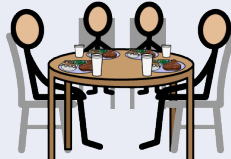



Goal Areas	Communication	Personal Awareness & Responsibility	Social Responsibility	Foods Class Goal																																
IEP Goals & Objectives	1. I can show what I like	2. I can work hard	3. I can help my friends and family	4. I can make a snack																																
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Focus Area: Daily Movement		<table border="1" data-bbox="1026 851 1309 1089"> <thead> <tr> <th>CHORES</th> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> <th>S</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	CHORES	S	M	T	W	Th	F	S																										
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IEP HOME LEARNING PLAN

Goal Area	Core Competency: Personal Awareness & Responsibility		Replacement Goal: PE 11/12	Replacement Goal: English 11	Replacement Goal: Work Experience 11/12
IEP Goals (Common Curriculum as Peers)	I can be focused and determined by:	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 (Individually Designed for Amy)	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 so that I am ready when I can start work
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					

Great Resource for Visuals

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

A great resource: <https://www.openschool.bc.ca/keeplearning/>

Literacy

Activities to Consider:

- Find reading opportunities in everyday life: labels on household items, recipes, directions for a craft or game, etc.
- Have children read aloud to members of the family on a daily basis (a novel, news of the day, etc.).
- Older children could take turns reading and listening to their siblings; younger children may enjoy reading to the family pet.
- Engage in discussions where everyone in the family takes a turn to talk about what they've read.
- Ask your child to review and create summaries of novels, picture books, games, movies or TV shows to read out to the family.
- Storytelling is an excellent way for children to learn and develop skills.
 - Children learn by listening to stories being told or read to them.
 - Younger children could tell a story about what they did that day.
 - Older children could tell a story about an imaginary character.
 - Families can build stories together by everyone taking turns adding to the story.
- Daily notes to siblings, friends, or family (similar to 'daily messages' teachers write to students).
- A family "Stay Home" book where each child contributes based on ability and interest, (how life is different, reflections, COVID-19 science, drawings, photos, etc.)

Numeracy

Activities to Consider:

- Play card or board games to help children practice math skills: e.g. Old Maid, Go Fish, Memory, War, Dominos, Checkers, Monopoly, BattleShip, SmartGames, etc.
- Use real-life examples siblings can work together on:
 - How much dirt would be needed to fill the garden box (predict then measure)?
 - How many days does a loaf of bread last the family (observe consumption, create a chart of how many loaves needed a week)?
 - How much drinking water does our family use each day (predict then measure)?

A great resource: <https://www.openschool.bc.ca/keeplearning/>

Primary/Intermediate Years (Grades K–5)

Cooking and Baking

- **Numeracy:** Have your child help with measuring; they can count the ingredients needed and work on sequencing (first, second, etc.).
- **Literacy:** have them search for recipes based on 1 or 2 key ingredients, get them to read the recipes; have them make a list of all the ingredients you need to gather.
- **Applied Design Skills and Technologies:** consider and discuss the design process that takes place. For example:
 - importance of heating the oven ahead of time
 - adding wet ingredients to dry
 - considering the audience for the items being created (e.g. no raisins for sister)

Cleaning, Organizing, and Daily Chores

- **Literacy:** have your child make labels for storage bins, have your child create a family chore chart.
- **Numeracy:** have them plan the design for storage of items. For example, what items work best in which location, based on the size of the item(s) and the space available?
- **Social Awareness and Responsibility:** washing and maybe sanitizing the items before putting them away.

Budgeting

- **Numeracy:** involve your child in determining how much money will be spent on food in a week:
 - provide your child with a list of food items and have them estimate how much it will cost to buy the items at the grocery store
 - provide your child with several different recipes and have them estimate how much it will cost them to make each recipe
- **Critical and Reflective Thinking:** ask questions so children can learn to gather the necessary information to make informed decisions:
 - When picking recipes, what criteria should we consider with regards to our budget?
 - When buying an item what do we consider: (Local? Brand? Organic? In season? On sale? Size? etc.)

A Great Resource: 5MM Home Learning Tips



Five Moore Minutes You Tube Channel

NEXT STEPS...

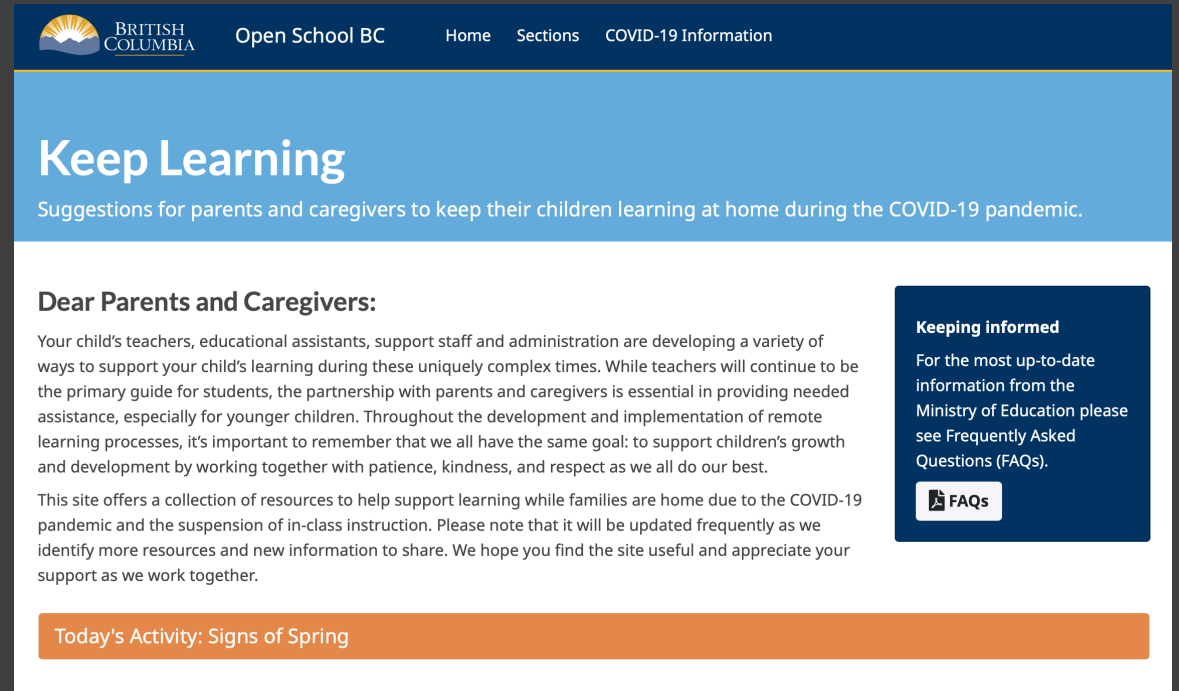
What is one take away from today?

What questions are coming up?

What is one thing you want to try?

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' with a subtitle: 'Suggestions for parents and caregivers to keep their children learning at home during the COVID-19 pandemic.' Below this is a section titled 'Dear Parents and Caregivers:' which 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 availability of resources to support learning during the pandemic. To the right of the text is a dark blue box with the heading 'Keeping informed' and a link to 'Frequently Asked Questions (FAQs)'. At the bottom of the page, there is an orange button labeled '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