

SHELLEY MOORE



@tweetsomemoore



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www.fivemooreminutes.com

www.blogsomemoore.com



Nexw̱lélex̱m (Bowen Island)

- *The Islands Trust Council acknowledges that the lands and waters that encompass the Islands Trust Area have been home to Indigenous peoples since time immemorial and honours the rich history, stewardship, and cultural heritage that embody this place we all call home.*
- *The Islands Trust Council is committed to establishing and maintaining mutually respectful relationships between Indigenous and non-Indigenous peoples. Islands Trust states a commitment to Reconciliation with the understanding that this commitment is a long-term relationship-building and healing process.*
- *The Islands Trust Council will strive to create opportunities for knowledge-sharing and understanding as people come together to preserve and protect the special nature of the islands within the Salish Sea.*





We are not just going back to school

We surviving a crisis and trying to continue learning

What is Continuous Learning?

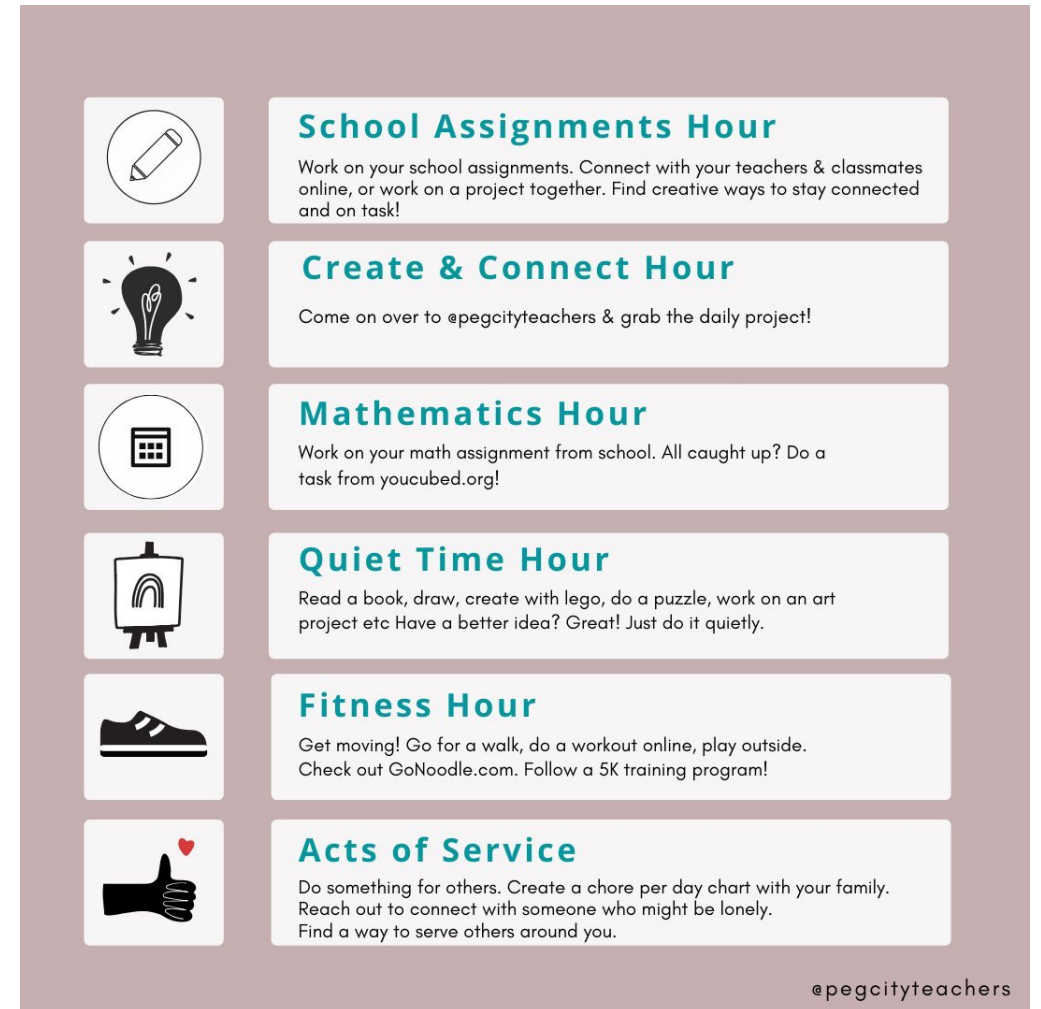
At school, at home, or both!

- 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



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.

- 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

What about IEPs?

Connecting IEPs to Home

1. Choose a student/child 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



IEPs at Home

IEP Goals	1.	2.	3.	4.
IEP Focus Area 1				
IEP Focus Area 2				
IEP Focus Area 3				
IEP Focus Area 4				
IEP Focus Area 5				

Distance IEPs

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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- helping out around the house

May 30/ 2020

Amy is a student in Grade 11. She has complex needs including a cognitive disability, as well as a physical disability, she can stand for short periods of time but needs her chair accessible for when she gets tired. Amy LOVES music and being around her friends. She enjoys learning and sharing what she is learning with others. She is very social!

Amy is reading at a transitional level, and needs visuals to support her decoding. She is a confident speaker and has no problem getting up at the front of the class and sharing.

Amy needs support in knowing when it is ok to talk and when it time to listen and observe. She thrives when learning is hands on and interactive.

Before COVID, Amy was getting ready to do her work experience placement at a Gap store in the mall near her house, and we were working on the skills he needs to be able to get to work independently and safely. Her job at the Gap was going to be greeting and helping customers and helping to put purchase into bags for customers.

Amy wants to focus on “looking good and fashionable” for her new job and how to get to work on the bus. Amy’s parents are hoping to focus on communication skills that will help her when she is add work, and also knowing some safety boundaries to know when it is not okay to socialize with people who aren’t’ safe.

Amy’s Physiotherapist wants Amy to continue to work on her core strength and help to to increase the amount of time that she can stand.

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

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

- **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)



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

I can (goal) by (objective)

A new SMART IEP Goal

- will initiate communicative interactions with others 4/5 opportunities to do so.
- will engage in conversational turn-taking with others across 3-4 conversational turns, 4/5 opportunities to do so (topics initiated by self /others).
- will state the main idea of the story, video or situation 4/5 opportunities to do
- will independently ask to take a break given visual and verbal prompts _% of the time.
- Given a prompt, the student will accurately identify equivalent relationships, including the number of days in a given month, the number of days in a week, the number of days in a year, and the number of months in a year in 8 out of 10 trials by annual review of the IEP.
- Given a repeating relationship (pattern) in common objects, sounds, and movements, the student will identify and describe the pattern and then extend the pattern by adding at least two repetitions in 7 out of 10 trials by annual review of the IEP.
- I can communicate by starting an interaction
- I can have conversations by taking turns
- I can understand what I am reading by finding the main idea
- I can take a break by looking at a visual or saying the word “break”
- I can understand the relationships in a calendar by...
 - ...knowing how many days are in a month
 - ...by knowing the number of days in a week
 - ...by knowing the number of weeks in a year
 - ...by knowing the number of months in a year
- I can identify patterns by...
 - ... noticing patterns in objects, movements and sounds
 - ... build a pattern with objects
 - ... extending a pattern by adding on

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IEP HOME LEARNING PLAN

BOB: Grade 1

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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

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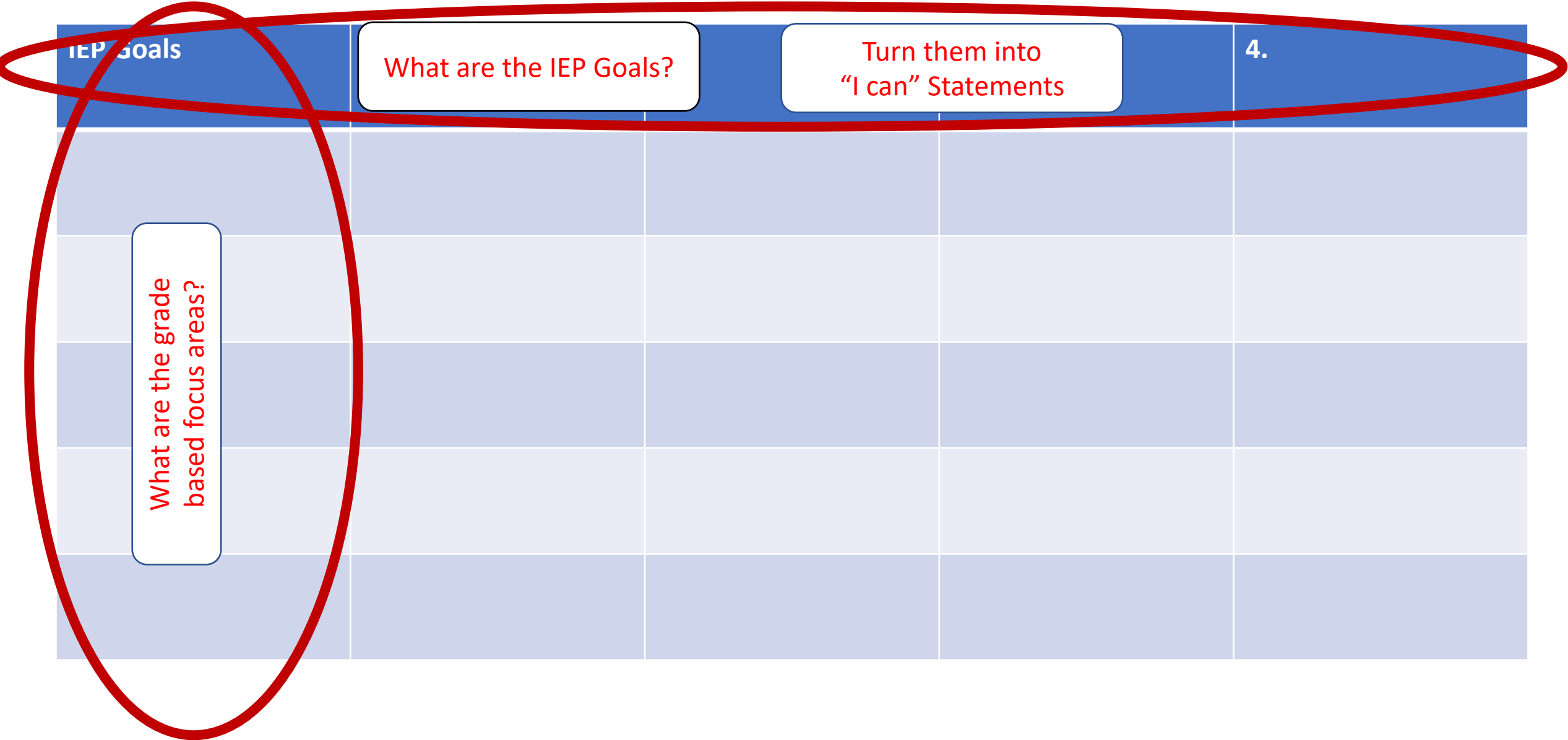
- * transitions
- * reduce aggressive behavior
- * establishing routine- visual schedule

- School & Family Focus Areas
 - Literacy
 - Numeracy
 - Movement
 - Helping at home (competencies)

IEPs??

IEP Goals	What are the IEP Goals?	Turn them into "I can" Statements		4.

What are the grade based focus areas?



IEP HOME LEARNING PLAN

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Literacy					
Numeracy					
Daily Movement Activity					
Home/Life Based Activity					

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Connecting with the Classroom



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 provided **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

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/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!

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IEP HOME LEARNING PLAN

BOB: Grade 1

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Focus Area: Literacy				
Focus Area: Numeracy				
Focus Area: Daily Movement				
Focus Area: Competencies (Helping out at home)				

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<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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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			
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?			
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			
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.			
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			

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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

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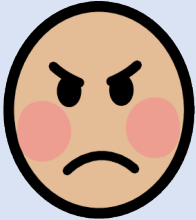

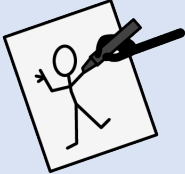










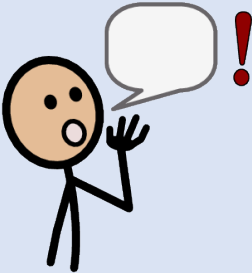
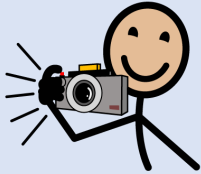














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<p>Focus Area: Literacy</p>	<p>If you notice Bob feeling frustrated in an activity try saying, “I see that you are frustrated” I hear you” “What could we do to be able to finish?” After the conversation, say, “could this be a good time to take break.”</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

BOB: Grade 1







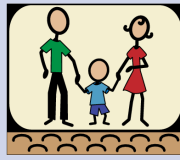
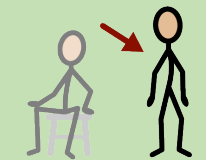






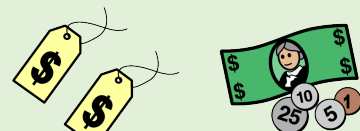

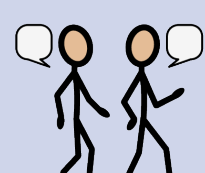
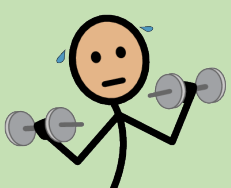

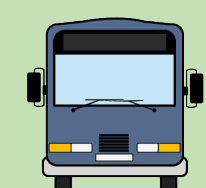

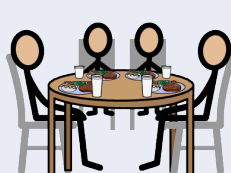


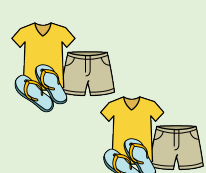
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IEP HOME LEARNING PLAN

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					

- 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					



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