

SHELLEY MOORE



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www.fivemooreminutes.com

www.blogsomemoore.com



Nexwlélexm (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.





Inclusive Planning &
Design
(in the Time of COVID)

NEXT STEPS...

What is already happening to support learners inclusively during the pandemic?

What questions do you have about supporting learners inclusively during the pandemic?

What are you hoping to get out of today's session?

What is one thing we can learn from this time during the pandemic, to better support all learners inclusively?



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 (not trying to catch up, building on what we already know)
- Focus on grade band priorities & family priorities (e.g. communication)
- Use interests & strengths
- Coaching & supporting care givers
- Low tech and interactive options
- Connect to what families are **ALREADY** doing



Planning for Continuous Learning

- **Goal** based
- **Choice** of activities
- **Organized by goals** not time
- **Flexibility**
- **Movement**
- Tie in **competencies**
- Support **students to connect** with each other (to work and play!)
- Connect learning to **interests & Strengths**
- 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.

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				

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Bob

April 14/ 2020

Bob is in Grade 1 and working on school routines. Bob is creative boy who loves to share his ideas and enjoys ocean - related topics/ creatures and outdoor activities.

Bob struggles to attend school, manage in higher sensory environments for lengthy periods of time, and keep up academically (e.g. He does not yet recognize letters and sounds).

Needs in the school setting include task refusal, challenging behaviors, self- regulation and peer interaction.

Bob recently got a diagnosis of ASD just before spring break and is now home learning because of the pandemic.

Priorities from the family to focus on during this time:

- transitions
- challenging behavior
- maintaining routines
- helping around the house and being a part of family activities
- Low tech options

Kevin

April 14/ 2020

Kevin is a student in Grade 5. He has Autism and loves building, working with his hands and anything medieval related like castles and knights. He is getting more confident at reading and needs support for writing. He loves anything science and art related and is successful when he can move while learning.

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We are also supporting Kevin by encouraging him to ask for help when needed and to build skills to play cooperatively with his peers.

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- Engage in home based and family activities
- Use his strength in art to engage him in learning
- Reduce some challenging behaviour that the family is negotiating

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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 goals

1. **I can** make choices that keep me safe **by:**
 - feeling when I need a break
 - asking for a break
 - showing what I am feeling
2. **I can** use new words **by** putting sounds that I know together

Kevin's IEP goals

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- Engage in home based and family activities
- Use his strength in art to engage him in learning
- Reduce some challenging behaviour that the family is negotiating

- 1. I can participate in actions that bring me joy and satisfaction and recognize that I play a role in my well-being by:**
 - setting a goal to accomplish a task
 - persevering when a task gets challenging
 - celebrating my efforts and accomplishments
- 2. I can interact with others and my surroundings respectfully by:**
 - solving problems by myself and asking for help when I need it
 - building relationships and working and playing cooperatively
- 3. I can communicate with peers and adults by:**
 - talking and listening to people I know
 - communicating for a purpose

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IEP HOME LEARNING PLAN

BOB: Grade 1

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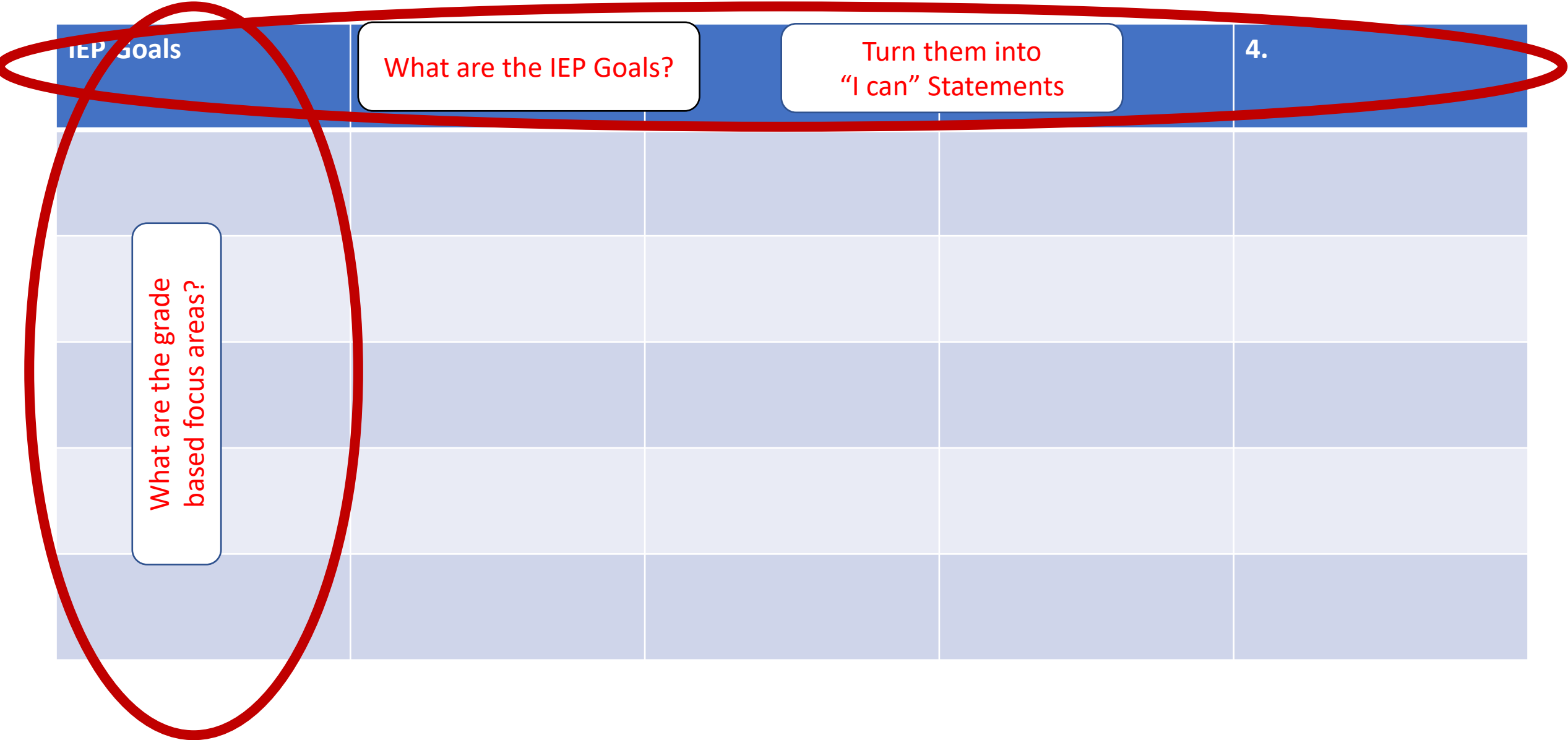
- transitions
- challenging behavior
- maintaining routines
- helping around the house and being a part of family activities
- Low tech options

- **Bob's Priority & Strength Areas**
 - Literacy
 - Numeracy
 - Movement
 - Helping at home/ family activities

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

BOB: Grade 1

IEP Goals	1. I can make choices that keep me safe by			4. I can use new words by putting sounds that I know together
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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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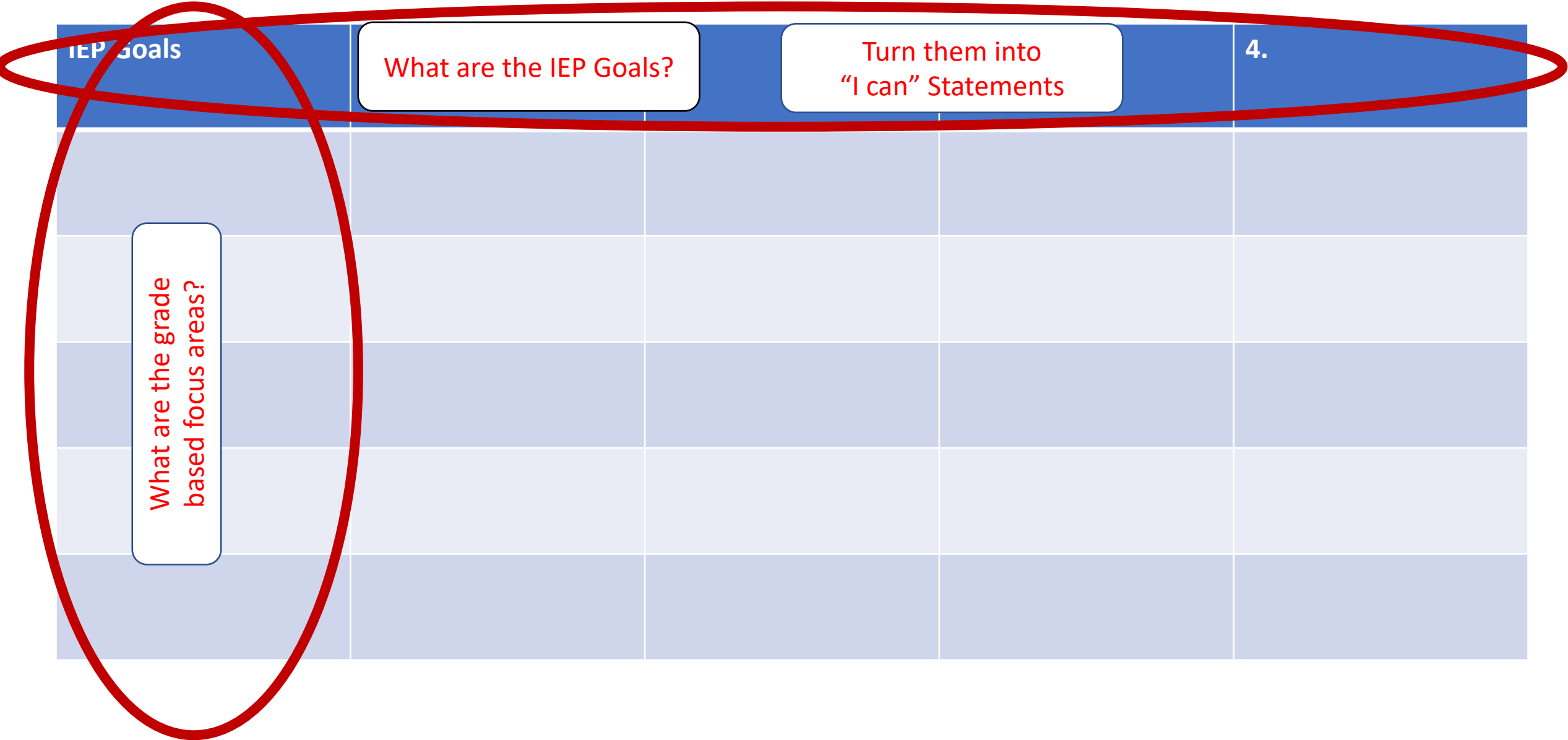
Kevin's Priority & Strength Focus Areas

- Art
- Home Based/ Family Activities
- Movement
- Literacy/Numeracy

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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

IEP Goals	1. I can make choices that keep me safe by			4. I can use new words by putting sounds that I know together
	feeling when I need a break	asking for a break	showing what I am feeling	
Focus Area: Literacy				
Focus Area: Numeracy				
Focus Area: Daily Movement				
Focus Area: Competencies (Helping out at home)				

IEP Goals	1. I can make choices that keep me safe by			4. I can use new words by putting sounds that I know together
Focus Area: Literacy	feeling when I need a break	asking for a break	showing what I am feeling	
Focus Area: Numeracy	<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>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>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>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>Have Bob draw a picture in journal about how he works to save the ocean, label drawing with what you were feeling</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>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>Count and collect 25 rocks on a walk, write or paint letters on them and practice making words</p>
Focus Area: Daily Movement		<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>
Focus Area: Competencies (Helping out at home)		<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>

Connecting with the Classroom

- Classroom is focusing on Competencies during this time
- Used Kevin's IEP as the blueprint!
- Personal Awareness & Responsibility
- Social Awareness & Responsibility
- Communication



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							
Literacy Activity							
Numeracy Activity							
Movement Activity							
Arts Based Activity							

IEP HOME LEARNING PLAN

Kevin: Grade 5

Goal Area	Personal Awareness & Responsibility			Social Awareness & Responsibility		Communication	
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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

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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 hang 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)

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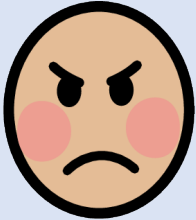

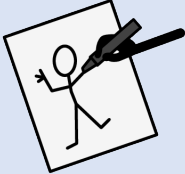










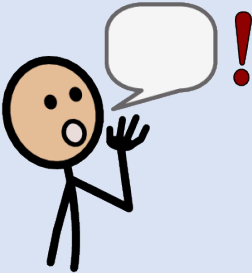
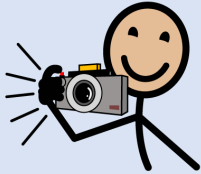

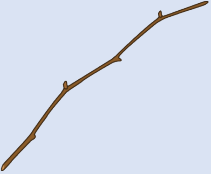












1. Choose a student with an IEP
2. Turn each goal into an “I can” Statement
 - I can (goal) by (objective)
3. Record goals along top of Distance IEP template
4. Choose 3 - 4 focus areas based on their peer group grade level
 - K-3 (family priority areas, literacy, numeracy, daily movement activity, competencies)
6. Connect to classroom activities as much as possible
7. Create a student friendly and a family friendly version as needed



IEP Goals	1. I can make choices that keep me safe by			4. I can use new words by putting sounds that I know together
Focus Area: Literacy	feeling when I need a break	asking for a break	showing what I am feeling	Have Bob draw a picture in journal of something fun he did that day. Practice labelling picture using letters and words you know
Focus Area: Numeracy	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."	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	Have Bob draw a picture in journal about how he works to save the ocean, label drawing with what you were feeling	Count and collect 25 rocks on a walk, write or paint letters on them and practice making words
Focus Area: Daily Movement	Acknowledge and name the feelings and emotions that Bob is experiencing. "How about we take a break, and try coming back later" "I am here to help you if you need!"	Get Bob to fill a container with some favourite items or toys. 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?	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	Go outside and ask Bob to find a stick and write words he knows in the sand or dirt
Focus Area: Competencies (Helping out at home)		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	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)	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
		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)	Prompt Bob with "I can help the ocean by..." and then present options of household chores (recycling, composting, sorting plastics, picking garbage...) Ask Bob, how it feels to help the ocean – introduce words, proud, happy, excited	

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																																
Focus Area: Literacy																																				
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 1391 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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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)

- 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					

Is this just for
Continuous Learning?



Great Resource for Visuals

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

If you are a parent!

- **What is the goal?**
- Is there another activity that my child can do that can meet this goal?
- Is there a way my child can meet this goal using their strengths?
- Is there a way to meet this goal without/with technology?
- Is there an access point to this goal?
- _____ is very important to our family, is there a way we can meet this goal, and also target _____ (e.g. communication, social skills, independence etc.)

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?

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