

**Title:** Theme Unit: Easter

## **Learning Intention/Description of Learning Activity:**

We have completed a unit on the topic of celebrating Easter. Easter is a time for celebrating new beginnings and participating in fun activities like Easter egg decorating and Easter egg hunts, while at least acknowledging the religious significance of the day. Easter is a time when we celebrate the arrival of spring and new life in nature, symbolized by blooming flowers and baby animals. Students were taught about the meaning behind common Easter symbols like eggs (new life), bunnies (fertility and new life), and flowers (beauty and new growth).

## **Teacher Comments/Feedback:**

NAME is currently at an “emerging” level of understanding for grade-level expectations.

HE/SHE required some reminders and prompts to listen carefully to the instructions and to try to demonstrate HIS/HER best effort. HE/SHE struggled to complete the work and so support was given one-to-one to complete most of the worksheet pages. HE/SHE required reminders and prompts to watch and listen to the videos and instructions appropriately and to follow along with the instructions, examples and modelling shown such as, with the worksheet walk-through videos and in following along with the steps of our Guided Drawing activity.

NAME is currently at an “developing” level of understanding for grade-level expectations.

HE/SHE participated in completing many of the worksheet pages with some one-to-one support. HE/SHE required some reminders and prompts to listen carefully to the instructions and to try to demonstrate HIS/HER best effort. HE/SHE is encouraged to socialize less and instead to focus on completing the task at hand first and to also focus on being able to follow along with the instructions, examples and modelling shown. HE/SHE struggled a little bit with following along with the steps of our Guided Drawing activity.

NAME is currently at an “proficient” level of understanding for grade-level expectations.

HE/SHE participated in completing many of the worksheet pages with little or no one-to-one support. HE/SHE was also able to watch and listen to the videos and instructions appropriately and

to follow along with the instructions, examples and modelling shown videos and in following along with the steps of our Guided Drawing activity.

NAME is currently at an “extending” level of understanding for grade-level expectations.

HE/SHE participated fully, completing all the worksheet pages independently. HE/SHE was also able to watch and listen to the videos and instructions appropriately and to follow along with the examples and modelling shown such as, with the worksheet walk-through videos and in following along with the steps of our Guided Drawing activity. HE/SHE was often willing to accept more challenging work considered to be above grade level expectations and was able to demonstrate skills that showed an understanding beyond the learning outcomes.

Unfortunately, NAME was absent for most or all this theme unit. Please go to the abovementioned webpage and review the videos and if you want to print out the PDF worksheets to complete at home. There is no data in which to assess HIM/HER currently.

NAME is recognized as an English Language Learner (ELL) student who is currently at a reception level/developing level in HIS/HER understanding of the English language. Because English is an additional language (EAL) for HIM/HER, HE/SHE needs extra support/assistance with some of the seat work activities. HE/SHE struggles to complete the work without assistance, so support was given one-to-one to complete most/some of the worksheet pages or portions of the worksheet pages.

NAME is working towards the goals in HIS/HER IEP and is assisted by HIS/HER School Support Educational Assistant (EA). HE/SHE struggles to complete the work without assistance, so support was given one-to-one to complete most of the worksheet pages. Therefore, there is no proficiency scale being used to assess HIS/HER level of understanding.

## **Next steps:**

Continue to encourage learning more about new topics and topics previously discussed such as the holiday of Easter. Decorate Easter eggs, go to the public library and take out books on the topic, watch YouTube videos on the artistry of Ukrainian Easter Eggs and go on an Easter egg hunt or visit a farm to see new baby animals.

## Student Self Reflection:

### Proficiency Scale

| <b>Emerging</b>  | <b>Developing</b>   | <b>Proficient</b>  | <b>Extending</b>  |
|--|---|--|---|
| Just beginning to demonstrate learning in relation to the Learning Standards of the Curriculum | Demonstrating learning in relation to Learning Standards of the Curriculum with growing consistency | Demonstrates the expected learning in relation to the Learning Standards of the Curriculum | Demonstrating learning in relation to Learning Standards with increasing depth and complexity |

|          |            |            |           |
|----------|------------|------------|-----------|
| Emerging | Developing | Proficient | Extending |
|----------|------------|------------|-----------|