

Title: THEME UNIT: Pets & Dog Safety

Learning Intention/Description of Learning Activity:

Students learned of the basic needs of pets and how to care for them responsibly. This included understanding that pets need food, water, shelter, and love, and that they rely on humans for these things. They learned about different types of pets and their unique needs, as well as the importance of being kind and respectful to all animals. The lessons on basic dog safety included how to approach a dog respectfully, how to avoid triggering a dog, and what to do if a dog approaches them unexpectedly. They learned that it is important to always ask for permission before petting a dog, to let the dog sniff their hand first, and to avoid touching a dog's head, face, or tail. The students also understand that it is important to leave a dog alone when it's eating, sleeping, or caring for puppies. If a loose dog approaches, they should stand still and avoid eye contact.

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.

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.

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.

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. 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/SEA/SSSW). 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:

Students can learn about pet care by helping with age-appropriate tasks like measuring food, filling water bowls, and brushing pets under supervision. They can also learn about the different needs of various pets through discussions, books, and videos, focusing on kindness, responsibility, and respect for animals.

Student Self Reflection:

Proficiency Scale	Emerging Just beginning to demonstrate learning in relation to the Learning Standards of the Curriculum	Developing Demonstrating learning in relation to Learning Standards of the Curriculum with growing consistency	Proficient Demonstrates the expected learning in relation to the Learning Standards of the Curriculum	Extending Demonstrating learning in relation to Learning Standards with increasing depth and complexity
--------------------------	---	--	---	--

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