

Title: Theme Unit: Safety

Learning Intention/Description of Learning Activity:

We have completed a unit on Safety. During this unit we learned about seatbelt safety, water safety, fire safety, pedestrian safety and playground safety. In addition, we have an understanding that keeping each other safe from the spread of germs by washing our hands, covering our coughs and sneezes and staying home when sick also keeps us safe at school. At school we have practiced what to do during a fire drill, earthquake drill, and a code red. Students were required to complete worksheet pages which consisted of following along with videos on each of the five safety themes and writing and drawing activities to go with that safety theme. Students learn the importance of being able to recite their full name, address, and phone number in case of an emergency and know how to dial 911 in case of an emergency and what information to provide. Lastly, both school and classroom safety rules and basic home safety rules, such as not playing with fire, keeping away from electrical outlets, and not touching cleaning supplies are emphasized.

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 “exceeding” 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). 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 review safety rules for the various dangers that your child could have to contend with, such as **Classroom rules:** Listen to teachers, avoid running and horseplay, and respect classmates. **Emergency procedures:** Know what to do if a school alarm goes off, and where to go during an evacuation. **Stranger awareness:** Be cautious of strangers near school grounds and avoid them. **Walking to and from school:** Remind them to walk confidently, be aware of their surroundings, and avoid walking near curbs, cross at

designated places like traffic lights and crosswalks. **Food safety:** Be mindful of allergies and avoid sharing food with others. **Reporting concerns:** Encourage them to tell a teacher or trusted adult if they feel unsafe.

Student Self Reflection:

Proficiency Scale

Emerging	Developing	Proficient	Extending
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
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