

Title: Theme Unit: All About You

Learning Intention/Description of Learning Activity:

We have completed a unit on the topic of ourselves (All About You). What makes us unique? How are we different from others? Who is in my family? How old am I? In an "All About You" unit, students can learn about their individual characteristics, including physical traits, feelings, and preferences. They can also explore their roles and responsibilities within their family and school and begin to understand how they connect with others and the wider world. Students can learn to identify their unique physical characteristics, like hair and eye colour, and explore their feelings and emotions. They can discover their talents and hobbies, and what they enjoy doing. Students can discuss their family members, their roles, and traditions.

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:

Encourage students to identify their strengths and talents. This could involve creating a list of things they like about themselves or asking them to reflect on what a good friend might say about them. Let students use their strengths in class activities, like the student who is strong with technology being the tech support. Teach students how to set goals, both big and small, and to reflect on their progress. Encourage them to think about their hopes and dreams and how learning can help them achieve those aspirations. Encourage students to think about their thinking process. This can be done through "think aloud" activities, where students verbalize their thought processes while solving problems, or by asking open-ended questions that prompt

them to reflect on their learning. And model confidence and a growth mindset, showing students that it's okay to make mistakes and that effort and perseverance are important.

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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