

Title: Theme Unit: Season of Fall

Learning Intention/Description of Learning Activity:

We have completed a unit on the topic of the season Fall/Autumn. Our webpage on the theme unit includes videos and storybooks as well as, some worksheets. For a link to the webpage on our classroom website go to: <https://ccastellar.wixsite.com/mrcastellari/n/copy-of-bears> Fall is a North American term for the Autumn season. It is one of the four main seasons experienced in various parts of the world, occurring between the Summer and Winter seasons. Fall marks the transition from warm summer temperatures to cooler winter weather. The Fall months usually encompass September, October, and November in the Northern Hemisphere. During this time, the days become shorter, and the temperatures gradually drop as nature prepares for the winter ahead. The most notable features of Fall include the changing colors of leaves, as deciduous trees shed their leaves, creating beautiful landscapes of vibrant red, orange, and yellow hues. Additionally, Fall is associated with various festivities, such as harvest celebrations and holidays like Halloween and Thanksgiving.

Students were required to follow along completing pages in a draw and colour booklet about how “Fall Brings Changes” such as: leaves change colour and fall off the trees, we begin to wear warmer clothing, the weather becomes rainy and windy more often, pumpkins, corn and apples are ready for harvest, animals get ready to fly South, hibernate or gather food and we celebrate special occasions like Thanksgiving and Halloween during the Fall season.

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 at this time.

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:

Continue to encourage an interest to learn more about new topics and topics previously discussed such as, "How Fall brings changes". Go for walks and discuss the signs nature is showing that the season is now Fall. Take out books from your local library and learn more on the topic from YouTube educational videos.

Continue to provide one-to-one support in class when needed/possible. (In particular for written output activities and adding illustrations to work). Review lessons at home through the website or preview them before the week starts (Friday weekly email will give links to classroom website).

Student Self Reflection:

Emerging	Developing	Proficient	Extending
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