

Grade:		Teachers and Collaborators				Week	
2		Lisa, Marc, Jordan, Cash, Art				Term 3, Week 1	
Focus LP:	Focus QLB	Key Concepts			Approaches to Learning		
	Inquirer Communication Caring Balanced	Causation Connection Responsibility			Thinking: Reflection; Critical thinking Communication: Exchanging information skills Self-Management: Organisational skills; States of Mind Social Skills: Developing positive interpersonal relationships and collaboration skills; Developing social-emotional intelligence		
TD Theme:		Central Idea			Lines of Inquiry		
Who we are		Maintaining one's health requires a balance of our spiritual, physical and mental well-being.			Knowing how to be healthy Our well being is based on balanced body systems How our spiritual, physical, and mental health are interconnected		
Guiding Questions:				Teacher Questions			
How can we be safe learning online? How are we to communicate in our new learning environment/							
		Monday 4/20	Tuesday 4/21	Wednesday 4/22	Thursday 4/23	Friday 4/24	Can do activities
UOI	Learning Engagement	Remote learning essential agreement: student voice	Remote learning essential agreement: sorting ideas	Students to begin journalling about their journey with changes to online learning	Students to continue journalling about their journey with changes to online learning	Identifying personal goals for Term 3	
	Success Criteria	Students will share at least one idea in each of the 3 questions/prompts on padlet	Students will read through ideas and make a list of the three they like in each category	Students able to complete basic information about themselves and submit on Seesaw	Students able to complete basic information about themselves and submit on Seesaw	Students will post what they - Want to learn - Their passion - What activities have you enjoyed the most	
	Application / Resources	Padlet	Seesaw/Classroom	SeeSaw/ Classroom	SeeSaw/ Classroom	Padlet	
Math	Learning Engagement	N5-Solve simple addition and subtraction problems using a range of efficient mental and written strategies	N5-Solve simple addition and subtraction problems using a range of efficient mental and written strategies	N5-Solve simple addition and subtraction problems using a range of efficient mental and written strategies	N5-Describe mental and written strategies for adding and subtracting two digit numbers	N5-Describe mental and written strategies for adding and subtracting two digit numbers	IXL F1 - F15: IXI - H1-H12: Math Prodigy
	Success Criteria	Able to solve subtraction problems using a number line	Able to demonstrate they can break apart number to the nearest 10 to subtract	Able to demonstrate that they can recognize patterns when doing subtraction	Students will share and answer 2 questions each on Padlet	Students will explain how to solve a subtraction problem using 2 different strategies	
	Application / Resources	Seesaw	Seesaw	Seesaw	Padlet	Seesaw	

Writing	Learning Engagement	Journal Writing W3 a) Engage confidently with the process of writing.	Phonics inquiry W2 c) Use familiar aspects of written language with increasing confidence and accuracy, for example, spelling patterns, high frequency words, high interest words.	Procedural Writing #1 W1 - a) Write about a range of topics for a variety of purposes, using literary forms and structures modeled by the teacher and/or encountered in reading.	Procedural Writing #2 W1 - a) Write about a range of topics for a variety of purposes, using literary forms and structures modeled by the teacher and/or encountered in reading.	Sentence Writing Practice/Phonics Follow Up W2 b) Use familiar aspects of written language with increasing confidence and accuracy, for example, spelling patterns, high frequency words, high interest words.	
	Success Criteria	Students can express themselves confidently about what they've done over the two week holiday	Students can recognize phonetic pattern and sort words appropriately	Students can use sequencing words to carefully describe the steps in a daily activity	Students can reflect on importance of carefully describing steps during procedural writing	Students can write clear, grammatically correct sentences. Students can demonstrate understanding of new vocabulary	
	Application / Resources	Seesaw/Classroom	Seesaw/Classroom	Seesaw/Classroom	Seesaw/Classroom	Seesaw/Classroom	
Reading	Learning Engagement	R3 Identify main idea in pictures, sentences, paragraphs, short stories	R3 Identifies the main idea of a passage or story.	S1. Speaks loudly and clearly with proper articulation and projection Use register tone and voice level appropriately and purposefully.	R3 Re-represent information in different forms.	R5 Start to develop personal preferences in reading.	RAZ Kids Epic Library.org Own books
	Success Criteria	Able to predict two events Able to identify main character	Able to recall - beginning - middle - end	Read punctuation Use tones most of the time	Able to identify 4 parts to the story read so far.	Able to read independently for 20min	
	Application / Resources	SeeSaw	SeeSaw	Seesaw	Classroom		
Instructional Videos	Instructional Videos						
Padlet	Padlet						
Mr Art Fitness	Mr Art Fitness						
BrainPop Fact Families	BrainPop Fact Families						
BrainPop Triangle Fact Families	BrainPop Triangle Fact Families						
Ms Cash Art	Ms Cash Art						
Brainpop cm m km							
Growth Mind							