

Description of Activity	Connection (curriculum, school-wide, extracurricular, community)
<p>Personal Growth Journal Entries: What you want to be when you grow up? Which learning skill do you wish to improve? Goal setting for different areas of your life (Sport, Community, Hobby/Talent).</p> <p>Health Inquiry: Students uploaded a Pic Collage with a reflection on learning using digital resources: “I like learning using computer because...”</p>	<p>Religion/Family Life Learning Skills- Self Regulation</p> <p>Health Curriculum-healthy eating 21st Century Skills- Digital Citizenship, Collaboration, Creativity,</p>
<p>Subject: Social Studies</p> <p><u>ACTIVITY</u></p> <p><u>Minds On</u></p> <p>Initiate a classroom discussion on ways different cultures celebrate heritage and traditions for Christmas or Easter. After approximately 5-10 minutes of discussion and sharing, students will be asked to write 3-5 sentences on how they celebrate Christmas or Easter with their own families in their writing book. They can think about the following questions when writing their sentences. How does your family decorate their house for Christmas or Easter? How does your family celebrate them? What does your family eat at this time? They will then edit their own work. Next, their good copy will be adding a box to their portfolio using the following steps.</p> <p><u>Action</u></p> <ol style="list-style-type: none"> 1. Have students login to the All About Me planner. 2. Click on 'My Portfolio' 3. Click on 'Add Box' 	<p>Overall Expectation: Use a variety of resources and tools to gather, process, and communicate information about similarities and differences among family traditions and celebrations.</p> <p>Specific Expectation: Knowledge and Understanding -identify ways in which heritage and traditions are passed on (eg. stories; community celebrations; special days such as Remembrance Day, Canada Day, Aboriginal Solidarity Day, and religious holidays, the Canadian flag; music, crafts, dance, food, recreation, clothing)</p> <p>Writing, Developing Ideas 1.2 generate ideas about a potential topic, using a variety of strategies and resources (e.g., formulate and ask questions such as the five W's (who, what, where, when, why) to identify personal experiences, prior knowledge and information needs; brainstorm ideas with a partner).</p>

<p>3. Click on 'About Me' - Go 4. Click on 'My Family' - Go 5. If the student has not filled out 'who is in your family,' they may complete this now. 6. Next they can Click 'Add a Reflection' and type in their sentences on Christmas or Easter.</p> <p><u>Consolidation</u></p> <p>Students can share their work with a partner.</p>	
<p>Students who are struggling with desire/ability to write in their journals are asked to upload a photo sometime over each weekend. On Mondays instead of having to recount their weekend in writing, they can recount or describe what the photo is about that they uploaded at home using technology.</p>	<p>Language Expectations: Writing: 1.3, 2.1</p>
<p>Activity 1-Family Heritage -Students interviewed an adult family member, at home, about where their family originated from and languages they spoke at home. they recorded this information on a graphic organizer -Students then inputted information onto the All About Me Portfolio independently under the Family Section.</p> <p>Activity 2-Family Celebrations -With their families at home, students wrote about a family Christmas tradition in their portfolio and then added a picture of their family from their holiday celebrations.</p> <p>Activity 3- Gifts and</p>	<p>-Social Studies: Heritage and Identity</p> <p>-Social Studies Celebrations/Traditions/Family Life -Religion and Family Life/Learning Skills/Goal Setting/New Year's Resolutions</p>

<p>Talents Students discussed person gifts, talents and then identified a goal they would like to work on and put it in the goals sections of the Portfolio during class computer time.</p>	
<p>Tell about your Christmas. What does Christmas mean to you?</p>	<p>Keeping Christ in Christmas Quality time discussing with parents</p>
<p>All About Me (eg. Identify strengths/weaknesses, interests, goals) (they will work with a junior class to help with the program and discussion)</p>	<p>Family Life School Wide Connection (buddy system)</p>
<p>Students in Grade 2 have been working on building and developing their All About Me profiles. They have added posts to their profile from the "About Me," "School," and "My Goals," sections of the website and they have reflected on these posts on their main profile page.</p>	<ul style="list-style-type: none"> · Curricular · Extra-curricular
<p>Students were introduced to the All About Me online portfolio by watching the demo video and then completing the demo account with me. Students were then taken to the computer lab and encouraged to fill in their My Background and family boxes. Interest was overwhelming. Students wanted to access My Blueprint from home. The Board letter was sent home to parents, student now complete activities at home as well as choose to add journal entries to their All About Me portfolio.</p>	<p>Community-parent letter</p>
<p>Students developed a goal for the new year which included both academic and personal goals. They also</p>	<p>The connection was curriculum and extra-curricular.</p>

wrote a journal entry on what they liked about school. The connection was curriculum and extra-curricular.