

## What Did You Do on the Weekend?

Kyla Baker · Kindergarten · Language Arts: Writing Book

### Core Competencies:

Communication:

- Connect and Engage with Others (to share and develop ideas): I ask and respond to simple, direct questions.
- Acquire, Interpret, and Present Information (includes inquiries): I can understand and share information about a topic that is important to me.

Thinking:

- Question & Investigate: I can consider more than one way to proceed in an investigation.
- Generating Ideas: I build on others' ideas and add new ideas of my own, combine other people's ideas in new ways to create new things or solve straightforward problems.

Personal & Social:

- Personal Values and Choices: I can tell what is important to me.'
- Solving Problems in Peaceful Ways: I can solve some problems myself and can identify when to ask for help.

### Big Ideas:

- Language and story can be a source of creativity and joy.
- Stories and other texts can be shared through pictures and words.
- Everyone has a unique story to share.
- Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

### Curricular Competencies:

Students will be able to:

- Use sources of information and prior knowledge to make meaning
- Use personal experience and knowledge to connect to stories and other texts to make meaning
- Exchange ideas and perspectives to build shared understanding
- Use language to identify, create, and share ideas, feelings, opinions, and preferences

### Content:

Students are expected to know:

- concepts of print
- letter knowledge
- phonemic and phonological awareness
- letter formation
- the relationship between reading, writing, and oral language

### Incorporation of Aboriginal Education:

First Peoples Principles of Learning:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.

### Diversification/Differentiation:

- If students can't remember what they did on the weekend try to bring up features which may apply to them (ie. the weather they might remember, maybe they went to a park, or swimming, etc)
- Provide name tags/encourage students to get their name tags if they need them; these also have the alphabet on them if they can't remember what certain letters look like
- Point to the Alphabet displayed on the wall to reference too

**Assessment Tools & Strategies:**

- As students finish their pictures/words the teacher will ask what they did on the weekend/infer from the picture they have drawn
- Teacher will observe the connection of their picture to the provided topic

**Cross-Curricular Connections:**

- Arts Education – drawing a picture using materials

**Resources/Materials:**

- Writing Books
- Pencils
- Crayons
- Whiteboard
- Marker

**Method:**

**Hook:** Once students are all at the carpet (some may still be settling) begin to write on the board “There are two days on the weekend. They are: 1. Saturday 2. Sunday” Ask if any students can read it aloud; once we have read the sentence ask students to take the time to think about something they did on Saturday or Sunday (their weekend) after they have had time to think have them share with a neighbor

**Lesson:**

1. Give prompts if students are having a hard time thinking of what they did (ie. mention the weather if they are struggling: “it was sunny, what did you do in the sun?”) take a couple more examples
2. Show students their writing books and remind them to write their names and try the date (point to where the date is written in the classroom)
3. Remind students that you want them to tell you what they did on the weekend – thus draw a picture and try some words that match this theme
4. Remind students we use pencils for our writing books
5. Send them to get their books and pencils to start working
6. Circulate to scribe some words and give reminders for missing information; encourage students to color