



The Wonder of Patterns

Year 2 Month 1 - ONE WEEK SAMPLE



Table of Contents

• Year Overview	3
• The Morning Lesson	5
• Month Overview	8
• Days 1-5	11-22
• Additional Curriculum Areas	23

Hub Resources

Once you are a Daily Wonder member you will have access to the following resources:

DOCUMENTS

- Additional Curriculum Areas
- Development & Storytelling
- Intentional Movement Activities
- Math Scope & Sequence
- The Morning Lesson
- Poetry & Verses

VIDEOS

- Wonder of Patterns
- Learning Portfolio
- Math Activities
- Poetry & Verses
- Storytelling



Welcome to the Wonder of Grade Two!

Your child is deeply in their feelings! This year finds your child experiencing a constant fluctuation between opposites. Their opinions and ideas are fueled by their emotions, and these emotions can swing from one end of the spectrum to the other with lightening speed. You may notice this with friend dynamics that are constantly changing. Daily Wonder is happy to announce that your child is progressing right on schedule! Our philosophy....take a deep breath, and make space for your child's opinions. Use redirection when opinions are brought in unkind ways that need refining. As parents, we are always walking the fine line between making space for our child's experiences and expressions, and guiding and redirecting behaviours that are not acceptable. Year 2 curriculum offers story themes of the Heroes of our world, and a path to aspire towards, as well as the animal fables, which offer a spectrum of examples of human characteristics that your child can learn from.

Year Overview

Month	Curriculum Areas	Social Emotional Learning Competencies	First People’s Principles of Learning	Description
Month 1: Wonder of Patterns	<ul style="list-style-type: none"> • Math, • Language Arts • Science 	<ul style="list-style-type: none"> • Creative Thinking • Social Awareness and Responsibility 	Learning is holistic, reflexive, reflective, experiential, and relational	Students will be guided to become skilled at mathematical generalizations about change through their study of shapes and patterns. This study will transfer to the science of change as students participate in hands-on activities with shapes and objects. Nature stories will form the basis of the lessons for this unit.
Month 2: Wonder of Place Value	<ul style="list-style-type: none"> • Language Arts • Math 	<ul style="list-style-type: none"> • Critical Thinking • Creative Thinking 	Learning recognizes the role of Indigenous Learning	Students will recall the “what is” of numbers as they are introduced to place value to 1,000,000. Games and activities inspired by the Land of Numeria will inform each lesson. Fables will be the basis of social/emotional learning.
Month 3: Wonder of Heroes	<ul style="list-style-type: none"> • Social Studies • Language Arts 	<ul style="list-style-type: none"> • Positive Personal & Cultural Identity 	Learning is embedded in memory, history and story	Students will hear stories of Heroes: Mary Two-Axe, Chief Dan George, Hua Mulan, Gisele Rabesahala, and more. They will come to recognize that everyone has a unique story to share. Students will continue to explore phonics rules and build confidence in reading.
Month 4: Wonder of Math	<ul style="list-style-type: none"> • Lang Arts • Math 	<ul style="list-style-type: none"> • Personal Awareness & Responsibility 	Learning involves patience and time	Students will work with addition and subtraction of numbers up to 1,000,000 to gain computational fluency and further comfort with place value. Fables from around the world will form the basis for Social Emotional Learning.



Month 5: Wonder of Noble People	<ul style="list-style-type: none"> • Language Arts • Social Studies 	<ul style="list-style-type: none"> • Communication • Positive Personal & Cultural Identity 	Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors	Students will hear stories of Noble People: Malala Yousafzai, Greta Thunburg, Jane Goodall and more. They will come to see that stories connect us to ourselves, our families and our communities. Students will continue to work on developing their reading and writing skills.
Month 6: Wonder of Math 2	<ul style="list-style-type: none"> • Math • Language Arts • 	<ul style="list-style-type: none"> • Social Awareness and Responsibility 	Learning recognizes the consequences of one's actions	Students will continue/deepen computational fluency in working with addition and subtraction of numbers up to 1,000,000. Students will also focus on times tables through skip counting. Fables will form the story line for Social Emotional Learning.
Month 7: Wonder of Reading	<ul style="list-style-type: none"> • Social Studies • Language Arts 	<ul style="list-style-type: none"> • Communication 	Learning involves patience and time	Stories will be the central topic of this unit as students explore their preferences in style and subject. Writing to read will be the path over the month. Stories of kindness will form the basis for Social Emotional Learning.
Month 8: Wonder of Graphs	<ul style="list-style-type: none"> • Math • Science • Language Arts 	<ul style="list-style-type: none"> • Social Awareness and Responsibility • Positive Personal & Cultural Identity 	Learning involves patience and time	Students will begin to look at objects as measurable and use this as the basis for creating graphs. Data will be collected about everyday objects, especially from the kitchen and represented pictorially in graphs. Fables will form the story line for Social Emotional Learning.
Month 9: Wonder of Stories	<ul style="list-style-type: none"> • Social Studies • Language Arts 	<ul style="list-style-type: none"> • Creative Thinking 	Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors	Stories will be the central topic of this unit as students explore puppetry and oral storytelling. Students will create their own story and opportunity to share it. Picture books from a variety of authors will form the basis of Social Emotional Learning for this unit.
Month 10: Wonder of Building	<ul style="list-style-type: none"> • Science • Social Studies • Language Arts • Math 	<ul style="list-style-type: none"> • Communicating • Collaborating 	Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations	Students will build bird or bug houses suitable for exploring the relationship between living things and the environment, and the use of tools. Nature stories will form the basis of Social Emotional Learning for this unit.



The Morning Lesson

Rhythm and Routine

At Daily Wonder we talk a lot about rhythm and routine. That’s because we know that young children feel a sense of good health when they are held by boundaries, including the lay-out of the day, week, month.... Children are meant to learn through play and doing until they reach high school. This means we need to provide them with lots of activities that spark their creativity and provide space for wonder. When they know what is expected of them the children are freed up to be in the moment. It is up to the adults to create the boundaries to free the children.

A friend recently told us that she was not expecting the freedom that came with building a fence around her property. It sounds kind of backwards, that a fence creates freedom, but think about it...she has a dog that had to be tied up or managed all the time. Once the fence went up, the dog knew how far it could go and the people trusted that the dog would just do dog things. We aren’t comparing children and dogs, but we are comparing the freedom fence to boundaries.

Rhythm – this is your wide level organization such as your year, when you start school, what holidays or celebrations you participate in, what time you get up each day, what time you start and end your morning lesson...

Routine – these are the details within your rhythm such as singing a song to begin the morning lesson, lighting a candle before story, and how you end the day. Routines are kind of like the rules for ‘how we do things’.

Your Daily Wonder teachers suggest the following rhythm for your morning lesson (framework for sample taken from “The Roadmap to Literacy” by Langley and Militzer-Kopperl):

Portion	Time amount	Content – each portion has a balance of loud and quiet
Opening	12-15 min	Begin, verse, singing, speech, movement, nature observation, riddle, etc. Here you are welcoming the day, becoming present for the lesson.
Skills/Practice*	20-40 min	Practice skills and activities associated with concepts from previous days, here you are building competencies (knowledge and abilities) on the path to understanding concepts.
Intro/Review*	10-25 min	New and on-going concepts, new subject content, new skills, review previous day, multi-sensory activities
Bookwork*	15-35 min	Portfolio for writing/drawing, copy, picture; practice books for rough draft, rules, etc.
Story	15-20 min	The key! Preferably told rather than read. Used to intro new concept or as soul food, can be moved to Intro section

*can include one or two transition activities of 2-3 minutes

Transition – Integrated Movement Activities (IMA) such as singing, clapping, speech, movement, developmental exercises, bean bag, Simon says, etc

**What Else?**

As you can see, we are suggesting a morning lesson that is between 1 – 2 hours each morning. We recommend this is followed five days per week. That leaves you a lot of day to fill before bedtime!

Numeracy – In addition to the Morning Lesson, your Daily Wonder team recommends that your child spend 15 – 30 minutes each day working on math foundation skills. DW is committed to introducing the big math concepts in Monthly Units throughout the year but your child needs to practice these skills daily. The amount of practice will be unique to your child, your schedule and their grade level. **We suggest using a provincial/state math book available at your local bookstore and working through this chapter by chapter.** Have a look at our Numeracy Scope and Sequence PDF to see what and when big concepts will come up for your child in a Monthly Unit, that way you can avoid the skill building portions for that topic in your math skills book until your child has been introduced to it properly.

Literacy – Your Daily Wonder team recommends that in addition to the Morning Lesson and Numeracy Practice time, your child spend 15 – 30 minutes each day reading. Again, DW will introduce literacy concepts along the way but reading and writing are foundational skills that need practice every day. Your child will have plenty of practice writing through the daily lesson, but reading is necessary to practice outside the lesson time. Depending on your child’s relationship to reading at this time it can be great to read to your child, have them read aloud to you, or give them quiet space for silent reading. You’ll know what combination suits your child best. Books you choose should be enjoyable, minimally but consistently challenging, contain appropriate content for the age of the reader, and provide examples of characters that share your child’s frame of reference whenever possible.

Your Daily Wonder team also recommends a good balance of unstructured play time or creative time, and down time. Here is a sample of a daily rhythm used by some of our DW members:

Time	Activity
8 – 10 am	Morning Lesson
10 – 10:30 am	Snack and chores
10:30 – 11 am	Numeracy skills practice
11 – 12:30 pm	Play time/Creative time - unstructured
12:30 pm	Lunch and chores
1:30 – 3 pm	Play time/Creative time – structured (lessons, outings etc)
3 – 4 pm	Quiet time/Reading time



You are going to have unique rhythms and routines because your family's needs are unique. Our number one suggestion is, have fun! Our number two suggestion is, no matter how you organize your day and week, for best results keep it consistent.

Here are some ideas for activities to do after the morning lesson is finished:

1. Outdoor hike, adventure
2. Painting-- free painting or guided
3. Beeswax, clay, play-dough modelling---can have them create things based on morning lesson or seasonal themes
4. Knitting
5. Music lesson/practice
6. Free drawing- crafting time--based on morning lesson or seasonal themes
7. Cooking/baking
8. House chores
9. Journal writing
10. Older students could catch up on morning lesson work
11. Story time/ silent reading
12. Gardening
13. Woodwork
14. Building projects



Month Overview

CURRICULUM AREAS/LEARNING OUTCOMES — CONCEPTS/BIG IDEAS

Math: The regular change in increasing patterns can be identified and used to make generalizations. Objects and shapes have attributes that can be described, measured and compared

Language Arts: Curiosity and wonder lead us to new discoveries about ourselves and the world around us. Language and story can be a source of creativity and joy

Science: Materials can be changed through physical and chemical processes

OVERVIEW

Taken from the overview of Year One Patterns, your goal is the same by starting with this unit, but the specific forms and patterns will be directly linked to the developmental needs of the child of 7 going on 8.

The Wonder of Patterns is a funny name, but quite literally means that you and your child will be telling stories of and with patterns and forms. What are patterns and forms? When you think about it, patterns exist in everything in nature and forms make up all the letters and numbers that we use today. There is the straight line and the curved line and all the ways that these two friends interact. By spending four weeks exploring patterns and forms through imaginative pictures, you have a place to focus on routines and rhythms for home learning, and your expectations for school time in your home such as where, when, and how. And by focusing deeply on the patterns and forms, you get to also focus on the 'form' of your child's posture, pencil grip, quality of work, and habits. You'll also get to ease into the start of the year since there is no studying to do, you're welcome!

PARENT PREPARATION

To prepare to bring this unit we suggest you try the forms/patterns yourself first. It can be fun to have your own journal for just this purpose!



MATERIALS NEEDED

- Read Poetry & Verses.pdf for information about your opening, transition and closing verses/songs – have verses chosen for the month
- Read Intentional Movement Activities.pdf for information about developmentally appropriate and theme related movement activities for opening and transitions – have chosen activities ready to share
- A loving adult who has a relationship with the child(ren)
- A clean and quiet place for work that is consistently available and of low stimulation
- Access to nature, clothing/equipment to support safety for such access
- A portfolio (large book of unlined pages, large paper can be made into a book later)
- Large paper for practicing (40-50 sheets is ideal)
- Small journal for jotting down inspiration
- Outside chalk if pavement/cement is available
- Rope, up to 20' is great but yarn can work too, minimum 18"
- Up to four verses and/or songs that can work to begin, transition between activities, and end the day with a focus on season
- Access to Nature Stories

Social Emotional Highlights

Creative thinking means generating new ideas by being curious. Students will begin to see shapes and forms all around them; be sure to have a journal to allow for a collection of these discoveries. As you focus on the rhythms and routines you want to have in place for home learning, you can give some responsibility to your child(ren). This will support their sense of social awareness and responsibility as well as their recognition that learning has an important place in your home. With your conscious and careful set-up for home learning, your child(ren) will come to see that learning is a central value for your family, that it is holistic, reflexive, reflective, experiential and relational.



The Background

Developmentally, children who are age 7, going on 8, experience a kind of duality of the human condition. They begin to become conscious that they can express both good and bad, kind and mean behaviour. This realization is a necessary and normal part of developing into a healthy adult who can express compassion and agency. The goal of the Second Year Daily Wonder curriculum is to develop harmony despite these two elements of being human. In this unit, the Wonder of Patterns, the specific goal is to create a harmonic balance of space in patterns and forms.

Parent Reflection

'Harmonic balance in space', what does that mean to me?
Do I see evidence of the natural unfolding of my child expressed through exploration of duality? How do I want to respond when they are mean? When they are altruistic? Am I triggered by either of these expressions?
What is my new inspiration for a tattoo or art project now that I have inspiring forms and patterns on my mind?



DAY 1

CURRICULUM AREAS/LEARNING OUTCOMES — CONCEPTS/BIG IDEAS

Math: Concept: The regular change in increasing patterns can be identified and used to make generalizations. **Connection:** We'll be focusing on mirror forms in this unit; there will always be transformation as a pattern or form crosses the midline. **Concept:** Objects and shapes have attributes that can be described, measured and compared. **Connection:** Attributes are the elements about a shape that your child would describe with adjectives and adverbs.

Language Arts: Concept: Language and story can be a source of creativity and joy. **Connection:** You'll tell a Nature Story today.

GOALS OF THE LESSON

One goal today, settle in. You'll be focusing on setting up your rhythm and routines today. You'll have your verses and/or songs for beginning, transitions and ending; you'll have thought about your expectations for how you want your child to attend each aspect of your lesson; you'll have organized materials: portfolio, crayons, practice paper, candle, matches, snuffer, clean work space, story space, etc.... Feel free to ask yourself as you go, "how does this serve my child?" For example, when they are distracted and playing with the dog when you are saying the beginning verse, the answer might be 'it doesn't serve my child at all for me to say a verse and not expect their full presence' so you'll change that expectation.

You've got this!

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Your child is as unique as you are. You will know what they need in order to love learning. Please know that this guide can be adjusted in many ways to suit the needs of your child and you. What we know at Daily Wonder is that consistency in rhythm and routine along with developmentally aligned story themes is what gives space for the wonder, and the joy. Let the children live in the pictures and wonder at the world. It is from the wonder that their unique take on the world develops. Your child's world view is guided by their emotional responses to the human condition presented to their imagination.

Today you will need your carefully selected verses/songs, prepared IMA, and mental math story, as well as a mental image of the form that you practiced and will bring to your child today. You'll need a paint brush and water today too.

Let's keep the wonder alive by going outside...

FIRST PEOPLES' PRINCIPLES OF LEARNING PRESENT IN THE LESSON

Principle: Learning is holistic, reflexive, reflective, experiential and relational. **Connection:** The Nature Stories can be quite holistic, reflexive and relational, especially Indigenous Nature Stories. We'll focus today on the experiential element in 'doing' the pattern.



TODAY'S LESSON

Step 1. When you are ready, sing or say your beginning song/verse to bring your child to the lesson from the place you will begin each day at the time you will begin each day.

Step 2. The Opening – this is 5-10 minutes of sharing observations about nature - like the weather, going over the schedule for the day, singing a song about the season, or sharing a riddle.

Step 3. Intentional Movement Activities (IMA) is next, about 10-15 minutes of movement that develops your child's skills, is connected to learning, and places them in their body for today's work. This time can include clapping games, jump rope, yoga, body geography games and will include 2-5 minutes of Mental Math practice. Go for it and have fun!

Step 4. Practice! This is the time where you will work on strengthening concepts you have already brought to your child from previous days. This part of the lesson can be 15-40 minutes. For today you are going to jump ahead to Step 5.

Step 5. Introduction to, or review of, concept, this portion of the lesson will normally take 10-15 minutes but for today will form the bulk of the morning. Start by going outside; be sure to think about how you want to draw your child back to the lesson as you transition to a place where they normally play. Have your child find 5 different types of leaves in your yard or neighbourhood. You can either do a walking tour or you can have them pick those leaves and bring them to you. Observe the shape of the leaves together. Describe the elements or attributes of the shape for each leaf (pointy at tip, jagged edges, big at middle, etc).

Step 6. Bring your child to the paint brush and water. Show them how to dip in the water and tap the excess water off the brush for painting. Find a surface that will show the difference between wet and dry like a dark rock or untreated wood fence or the sidewalk...ask your child to paint the shape of all the leaves, first the left side (if they are right handed, or right side first for the left handed) then the other side. Continue as needed for your child's energy level.





Step 7. Use a transition song/verse to head back to the inside learning space with table and bookwork materials nearby. Bookwork will take about 10-30 minutes each day. Begin on the first page of a new portfolio. Ask your child to create a border by shading the edges of the page about ½ inch thick. Next, they can very lightly shade the whole page with the side of a golden yellow crayon; this is the air. Across the top third of the page have your child write the title “Patterns”. Under the title your child can draw a thick branch with a few thin branches coming from that and the leaves attached to the end of the little branches. This is the title page for the Patterns portfolio.

Step 8. Transition to Story Time with a verse/song and lit candle. Tell or read a Nature Story. Have your child snuff the candle at the end.

Step 9: Close the morning lesson with a verse or song.



Day 2

CURRICULUM AREAS/LEARNING OUTCOMES — CONCEPTS/BIG IDEAS

Math: Concept: The regular change in increasing patterns can be identified and used to make generalizations. **Connection:** Crossing the midline today. **Concept:** Objects and shapes have attributes that can be described, measured and compared. **Connection:** You'll review those adjectives and adverbs about the leaf shapes.

Language Arts: Concept: Language and story can be a source of creativity and joy. **Connection:** You'll tell a Nature Story again today.

GOALS OF THE LESSON

One goal today, get comfortable with your routine. Go with the flow you set up yesterday and it will just get easier. You'll be bringing the concept of mirror image to create a shape today. You have already done the big job of building the living picture in your child's imagination, now you'll take that 'whole' picture and define its 'parts' so that your child will come to understand what makes a shape.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Start by asking yourself what worked yesterday and what you want to change today. Remember that consistency will build habits and help settle everyone into the routines you envisioned. You have all that it takes to create a wonderful home learning environment.

GOALS OF THE LESSON

- Read Poetry & Verses.pdf for information about your opening, transition and closing verses/songs – have verses chosen for the month
- Read Intentional Movement Activities.pdf for information about developmentally appropriate and theme related movement activities for opening and transitions – have chosen activities ready to share
- Your math activities
- Your rope/string
- Your brush and water
- Your bookwork materials including practice paper
- Your selected story and candle if you're using one
- Your full engagement.

FIRST PEOPLES' PRINCIPLES OF LEARNING PRESENT IN THE LESSON

Principle: Learning is holistic, reflexive, reflective, experiential and relational.

Connection: As you and your child engage together over the wonder of shapes, you'll be demonstrating relational learning.



TODAY'S LESSON

Step 1. Finish your coffee/tea and sing them in to begin...

Step 2. The Opening – nature observations, review of schedule, an opening verse...

Step 3. Intentional Movement Activities (IMA) - Go for it and have fun! Don't forget to include 3-5 minutes of mental math.

Step 4. Practice! Take out the rope and ask your child to make a leaf shape with the rope. Ask them to try some other shapes too such as other leaves or the sun, a spiral, etc.

Step 5. Take out the water and brush and find your place for painting with water (outside like yesterday or inside on paper). Have your child try the leaf shape in water one more time, beginning on the left side like yesterday.

Step 6. Introduction! Now lay the rope down in the middle of the paint surface. Paint the edge of the leaf shape on the left side of the rope. Ask your child to draw the right side to match. Try this a few times, changing the shape of the leaf slightly each time.

Step 7. Use a transition song/verse to arrive at the bookwork area. Turn to the second page of the portfolio. Ask your child to create a border by shading the edges of the page about ½ inch thick. Today your child will draw what you reviewed from yesterday, tomorrow they will draw what you introduced today. Inside the border frame guide your child to draw three intentional leaf shapes. These shapes are very special; they are similar to leaves but are not exactly the same, they are shapes to show people how a leaf takes their space in the world. The drawing can be done in yellow first as a rough draft then darkened with green. Have your child shade around the leaf shapes with the side of a golden yellow crayon.

Step 8. Transition to Story Time with a verse/song and lit candle. Tell or read a Nature Story. Have your child snuff candle at the end.

Step 9: Close the morning lesson with a verse or song.



DAY 3

CURRICULUM AREAS/LEARNING OUTCOMES — CONCEPTS/BIG IDEAS

Math: Concept: The regular change in increasing patterns can be identified and used to make generalizations. **Connection:** Crossing the midline again today. **Concept:** Objects and shapes have attributes that can be described, measured and compared. **Connection:** Today you'll bring new shapes with ever increasing levels of complexity.

Language Arts: Concept: Language and story can be a source of creativity and joy. **Connection:** You'll tell a Nature Story again today.

GOALS OF THE LESSON

One goal today: to stay inspired by your observations of pattern and shape in your environment. If you are engaged and inspired, your child will be too.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

You've got this!

Today you will need: your verses/songs, your IMA, your mental math ideas, chalk, your bookwork materials including practice paper, your selected story and candle if you're using one, and your full engagement.

FIRST PEOPLES' PRINCIPLES OF LEARNING PRESENT IN THE LESSON

Principle: Learning is holistic, reflexive, reflective, experiential and relational. **Connection:** Today you'll focus on experiential learning...



TODAY'S LESSON

Step 1. Sing them in to begin...

Step 2. The Opening – share an intention for the day, review schedule, an opening verse...

Step 3. Intentional Movement Activities (IMA) - Go for it and have fun! Don't forget to include 3-5 minutes of mental math. Need inspiration? The DW Home Learning Hub Parent Portal has new content regularly; check in every now and then so you don't miss any new suggestions for IMA.

Step 4. Practice! Provide your child with several pieces of large practice paper and some stick crayons or coloured pencils. Draw the left side of a leaf shape for them on one of the papers and ask them to draw the other side. Next have them do the same thing but with their toes! Have them practice with any body part they think can hold a crayon. You should try it too!

Step 5. Review! Day one and two were about bringing single closed forms with the added element of mirror image on day two. Take time now to draw out the concept that shapes have attributes – while practicing the leaf shapes in Step 4 or with the rope/chalk/water outside, or line and crayon inside, discuss what the journey around the shape involves (One direction? Curve? Straight?). Get your child to use some of these words without suggesting them, this way you'll know the concept lives *in* them.

Step 6. Introduction! Bring the focus back to your guidance. On a fresh sheet of paper, demonstrate a new type of form with the same process of beginning with the middle line, drawing the shape on the left (for right handed child) and allowing them to complete the shape on the other side of the line. This time, the shape will have a change in direction. The shape can still be like a leaf only it might have two distinct bumps which requires you to draw the line out toward the edge of the paper then change direction in toward the line, then out again and finally, back toward the line (we'll move up to two changes of direction, keep it to one change today:)





Step 7. Transition to your bookwork area with a song/verse. Have your child create a beautiful border around the page for today. Draw the 'rope' line down the center of the page for your child using a straight edge to guide you such as a ruler or book edge. Very lightly draw the left side of the leaf. Have your child go over it to darken it and then work to match it on the right-hand side. They can lightly shade outside the form golden yellow with the side of the crayon. Leaving the shape edge as the central figure on the page will highlight the pattern and shape attributes and stand as evidence of your child's integration of these concepts. When a page gets busy with details it can minimize the evidence of learning. If your child needs to doodle, give them a journal as a place for these and keep portfolio for representing concept learning only.

Step 8. Transition to Story Time with a verse/song and lit candle. Tell or read a Nature Story. Have your child snuff candle at the end.

Step 9: Close the morning lesson with a verse or song.



DAY 4

CURRICULUM AREAS/LEARNING OUTCOMES — CONCEPTS/BIG IDEAS

Math: Concept: The regular change in increasing patterns can be identified and used to make generalizations. **Connection:** What happens with change in direction of line? **Concept:** Objects and shapes have attributes that can be described, measured and compared. **Connection:** What is different about shapes with two bumps on one side?

Language Arts: Concept: Language and story can be a source of creativity and joy. **Connection:** You'll tell a Nature Story again today.

GOALS OF THE LESSON

One goal today: deepening the work with comparison of shapes and generalizations.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

You'll be slowly building up the complexity of the shapes and patterns. It can feel very slow for some parents and for some children. We move slowly so that learning can be authentic and deep. If you are struggling with the pace of concept roll out, try expanding the pace of the IMA or the quality of the bookwork to meet your needs.

FIRST PEOPLES' PRINCIPLES OF LEARNING PRESENT IN THE LESSON

Principle: Learning is holistic, reflexive, reflective, experiential and relational. **Connection:** Today you'll focus on learning being reflexive (thinking deeply) and reflective (referring to relationship between concepts) in our contemplation of the leaves and how the shapes change.



TODAY'S LESSON

Step 1. Sing them in! Do your opening activities.

Step 2. Intentional Movement Activities (IMA) - Go for it and have fun! Don't forget to include 3-5 minutes of mental math.

Step 3. Practice! Today you'll have your child walk the shapes as if they are the crayon or paintbrush – this is a good image to share with them to get them into the activity. Lay the rope down on the floor/ground so it can act as the middle line. You will walk a leaf shape on one side of the line while your child watches, then they'll mirror you. Try this as many times as you want, try switching roles too.

Step 4. Review! As review, you can continue the game from Step 4 but focus on the change in direction form. When you feel your child has sufficiently practiced, transition to the bookwork space.

Step 5. Introduction! Ask your child to imagine a form on one side of the line that had two changes in direction/three humps, draw this in the air for them. Ask them to draw the mirror of it in the air. Tell them you'll return to this shape tomorrow.

Step 6. Take out portfolio and have your child create a beautiful border around the page for today. Draw the middle line down the center of the page for your child. Lightly draw the left side of the two hump/change of direction leaf. Have your child go over it to darken it and then work to match it on the right hand side. Again, your child can shade appropriately according to your expectations.



Step 7. Transition to Story Time with a verse/song and lit candle. Tell or read a Nature Story. Have your child snuff candle at the end.

Step 8: Close the morning lesson with a verse or song.



DAY 5

CURRICULUM AREAS/LEARNING OUTCOMES — CONCEPTS/BIG IDEAS

Math: Concept: The regular change in increasing patterns can be identified and used to make generalizations. **Connection:** Where am I when I build this shape? **Concept:** Objects and shapes have attributes that can be described, measured and compared. **Connection:** When am I close? When am I far?

Language Arts: Concept: Language and story can be a source of creativity and joy. **Connection:** You'll tell a Nature Story again today.

GOALS OF THE LESSON

Inspire your child to feel the balance in the shape by experiencing it with the whole body.

WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today you'll be bringing the forms into the body again, by walking them. If you are a family that has a water colour paints set-up, you can substitute painting for the portfolio work. If the painting paper is the same size as the portfolio, you can have your child glue the painting into the book later. Water colour painting is a great way to mix it up and can feel therapeutic for many children. If you intend to go this route it is good to set up the materials before you begin your morning lesson.

FIRST PEOPLES' PRINCIPLES OF LEARNING PRESENT IN THE LESSON

Principle and Connection: Learning is holistic, reflexive, reflective, experiential and relational – all of these things!



TODAY'S LESSON

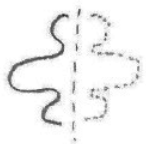
Step 1. Sing them in! Open the day.

Step 2. Intentional Movement Activities (IMA) - Go for it and have fun! Don't forget to include 3-5 minutes of mental math.

Step 3. Practice! Today you'll walk the forms again but at the same time. Start by discussing the form with three bumps/two changes of direction. You can draw it in the air if it helps bring the form back to the mind. Lay the rope on the floor/ground, clap hands with your child from one side of the rope with them on the other, both of you begin at the same time and walk the shape on your side, clap hands at the end. The goal is to begin and end at the same time but to notice when you are near to each other and when you are far, this will require you to move through the shape at the same speed. Try doing it backwards, try switching sides, try shrinking and growing the shape...

Step 4. Introduction! Playing the same game, ask your child to watch as you show them a slightly different form that they'll practice on Day 6. This time you'll walk a form with two changes in direction but instead of humps it can have curving valleys and steep points. The points require you to stand in one place and pivot to change direction; this is quite a different feeling than walking the humps!

Step 5. Transition to the bookwork area with your song or verse. Take out portfolio and have your child create a beautiful border around the page for today. Draw the middle line down the center of the page for your child. Lightly draw the left side of the three hump/two change of direction leaf. Have your child go over it to darken it and then work to match it on the right-hand side. Again, your child can shade appropriately according to your expectations.



Step 6. Transition to Story Time with a verse/song and lit candle. Tell or read a Nature Story. Have your child snuff candle at the end.

Step 7: Close the morning lesson with a verse or song.



Additional Curriculum Areas Covered in Daily Wonder Lesson Plans

In some Provinces/States the government may require Home Learning families to report how they are covering curriculum. We have tried to make our guides so that you know for yourself that your children are receiving opportunities to understand concepts from grade appropriate core subjects: Math, Language Arts, Social Studies, and Science, as well as First Peoples Principles of Learning and opportunities to develop Social Emotional Competencies. The guides list the concepts covered in each lesson so that you feel confident in the connections between what your child will **understand over time** and what they are **doing** each day. This is because **our curriculum is concept based and competency driven**.

There are some additional curriculum areas covered in our guides that are not listed on the PDFs. We didn't want to overwhelm you with words. This document will describe some of those areas and characterize the activities that will cover concepts from those curriculum areas. ***If you are a home learning parent who needs to report curriculum, this guide can help you sort that out.***

Curriculum Area	Type of Activity that Provides Opportunity to Understand Concepts
Applied Design, Skills, and Technology (ADST)	Opportunities to use design thinking: designing, creating, making, evaluating products, services, and processes – making things For BC residents: look here for more info
Arts Education	Opportunities that support developing aesthetically through dance, drama, music and visual art via investigation of elements, creation of and response to art works, and interest in the arts – portfolio creation, Social Studies activities that involve immersion in a culture to understand it via the arts For BC residents: look here for more info
Career Education	Opportunities that help students develop the following: awareness of strengths, collaborative communication, experience in a range of roles, ability to learn and grow, adaptability, resiliency, and flexibility – activities that are collaborative like household chores BC residents: look here for more info
Physical and Health Education	Opportunities to understand aspects of physical, mental and social well-being as well as movement skills, respectful relationship skills, and personal and community health and safety decision making strategies – physical activities and skill building as well as discussions around how to be healthy including aspects of nutrition and mental health BC residents: look here for more info