

# Primary Planning Guide

## Continuity of Learning

As you plan learning opportunities for your primary students during this time of learning at home, the following considerations, questions and planning ideas are provided as a suggestion.

Considerations:	Questions:
<ul style="list-style-type: none"> <li>• plan learning experiences and opportunities through the lens of access, equity and compassion</li> <li>• identify essential learning priorities that students may be able to do at home</li> <li>• prioritize literacy and numeracy</li> <li>• everything presented can be framed as an invitation – these are suggestions, options and choices</li> <li>• respond to the needs of students and their families</li> <li>• choose one big idea or concept each week, for each of literacy and numeracy (so that understanding can be connected and developed and so that you can assess the same learning standard/s whether a child does all the suggested tasks or just one)</li> <li>• be mindful of the district’s suggested amount of time per day for literacy and numeracy (literacy K&amp;1- 20-30 minutes, grades 2&amp;3 – 30 minutes , K-3 numeracy 20 minutes)</li> <li>• provide an option of a weekly project that is interdisciplinary, may connect other curricular areas and may focus on the core competencies, First Peoples Principles of Learning and inquiry</li> <li>• draw upon the district’s weekly math and literacy plans along with other instructional resources provided on the portal</li> <li>• collaborate and communicate with other educators in your school community to support the learning needs of your students</li> <li>• create opportunities for students to experience playful learning and joy</li> </ul>	<ul style="list-style-type: none"> <li>• <i>What access to technology, wifi, learning spaces and materials and adult support do your students have? What are your students’ parents saying is manageable for them as a family at this time?</i></li> <li>• <i>When you look closely at the mathematics and language arts curriculum standards for your grade/s, what would you deem essential, foundational or core learning for your students at the end of the school year?</i></li> <li>• <i>How will you collect and curate students’ responses and records of their learning?</i></li> <li>• <i>How will you authentically assess students’ learning in relation to the essential learning priorities in literacy and numeracy? What assessment techniques might you use? An example would be one-on-one phone conversations.</i></li> <li>• <i>How might you weave in other prioritized standards from other curricular areas (ie. Science, Social Studies) into your literacy and numeracy tasks or projects?</i></li> <li>• <i>How will you invite students and families to engage in suggested learning opportunities without feeling that they must do certain things every day?</i></li> <li>• <i>Where on the portal can you find resources to support your planning, that are district recommended and consider both FOIPPA compliance and BC curricular connections?</i></li> <li>• <i>How might you collaborate with your school team to support your students’ learning and needs? ELL teacher, learning resource teacher, teacher librarian, non-enrolling teachers, EAs?</i></li> </ul>

**Learning Experiences and Opportunities**  
**- Access, Equity and Compassion -**

**Grade(s):**

**Teacher(s):** How might you collaborate with your school team to support your students' learning and needs? ELL, resource, teacher librarian, non-enrolling teachers?

**Core Competencies:** Which core competencies will you notice, name and nurture with your students? District resources [here](#).

**First Peoples Principles of Learning:** Which FPPL can be woven into your plan? District resource [here](#).

**Essential Learning Priorities**

**Prioritize literacy and numeracy. Consider students whose needs or circumstances may require unique approaches.**  
**Learning opportunities can be responsive to the needs of students and their families.**  
**Learning opportunities presented can be framed as an invitation: suggestions, options and choices.**

**Literacy:** When you look at the language arts curriculum standards for your grade/s, what is essential? Choose one big idea or concept each week for literacy. Draw upon the district's literacy resources and instructional resources provided on the portal [here](#).

**Numeracy:** When you look at the mathematics curriculum standards for your grade/s, what would you deem essential? Choose one big idea or concept each week for numeracy. Draw upon the district's weekly math and numeracy plans along with other instructional resources provided on the portal [here](#).

**Weekly Project (optional):** You may want to provide an option of a weekly project that is interdisciplinary, connects to other curricular areas (Science, Social Studies, etc), or focuses on the core competencies. District inquiry resources [here](#) and core competency ideas [here](#).

**Key Vocabulary:** What key vocabulary will be discussed throughout the learning? Identify key definitions, concepts or ideas that can help all students make meaning.

**What Supports or Resources Need to be Gathered or Prepared?** Take into consideration equity and access. What access to technology, wifi, learning spaces, materials and adult support is possible? What about the local environment, community connections, experts, online resources, virtual learning experiences, apps, etc? District resources that consider both FOIPPA and BC curricular connections can be found [here](#). Numeracy resources, [here](#). Literacy resources, [here](#).



**Assessing for Understanding**

- How will you authentically assess students' learning in relation to the essential learning priorities in literacy and numeracy?
- How will you collect and curate students' responses and recordings of their learning?
- How will students self-assess and reflect on their core competencies?
- How will you connect with your school team (non-enrolling teachers, PVP) to support your students' unique learning and needs?

**Learning Experiences and Opportunities**  
**- Access, Equity and Compassion -**

**Grade(s):**

**Teacher(s):**

**Core Competencies:**

**First Peoples Principles of Learning:**

**Essential Learning Priorities**

**Prioritize literacy and numeracy. Consider students whose needs or circumstances may require unique approaches.  
Learning opportunities can be responsive to the needs of students and their families.  
Learning opportunities presented can be framed as an invitation: suggestions, options and choices.**

**Literacy:**

**Numeracy:**

**Weekly Project (optional):**

**Key Vocabulary:**

**What Supports or Resources Need to be Gathered or Prepared?**



**Assessing for Understanding**

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- How will you collect and curate students' responses and recordings of their learning?
- How will students self-assess and reflect on their core competencies development?
- How will you connect with your school team (non-enrolling teachers, PVP) to support your students' unique learning and needs?

## Learning Experiences and Opportunities

- Access, Equity and Compassion –



Literacy



Numeracy



Project

Connections to aspects of the BC Curriculum:  
Core Competencies, First Peoples Principles of Learning, Personalized Learning, Inquiry