ONTARIO CURRICULUM AI · WEEK-ONE TEMPLATE

Learning Skills Expectations Starter Kit

Six classroom expectation headings in student voice, a looks-like / sounds-like T-chart, 60 observable look-fors, an anecdotal note template and a family letter — everything you need to co-construct and teach expectations built on the six Learning Skills and Work Habits.

Language aligned to the Learning Skills and Work Habits in Growing Success (2010). Adapt the wording with your professional judgment for your students and your board's reporting practices.

1 · Expectation headings in student voice

Post one heading per skill and one “I” statement underneath. Keep the Ministry headings; let the class supply the sentence.

Skill	Primary (1–3)	Junior (4–6)	Intermediate (7–8)
Responsibility	“I take care of my things and finish my jobs.”	“I come prepared, complete my work, and own my choices.”	“I manage my commitments and take responsibility for my actions and my learning.”
Organization	“I keep my bin and desk tidy so I can find my things.”	“I use my agenda and keep my notes in order so I can find what I need.”	“I plan my time, organize my materials, and break big tasks into steps.”
Independent Work	“I try by myself first, then ask for help.”	“I stay on task and use my strategies before I ask for help.”	“I set goals, monitor my own progress, and use feedback to improve.”
Collaboration	“I share, take turns, and help my group.”	“I listen to others' ideas and do my fair share of the work.”	“I contribute ideas, build on the thinking of others, and help my group reach agreement.”
Initiative	“I try new things and share my ideas.”	“I ask questions, take risks, and look for ways to make my work better.”	“I seek out challenge, act on new ideas, and approach learning with curiosity.”

Skill	Primary (1–3)	Junior (4–6)	Intermediate (7–8)
Self-Regulation	“I use my calm-down strategies when I feel frustrated.”	“I notice when I'm stuck or upset and I use a strategy to get back on track.”	“I set goals, manage distractions, and adjust my strategies when something isn't working.”

2 · Teach each expectation: T-chart and look-fors

One ten-minute mini-lesson per skill: name it, build the T-chart, model the non-example then the example, practise, and give behaviour-specific feedback. Use the look-fors while circulating — they are also your anecdotal note prompts.

Responsibility — looks like / sounds like

LOOKS LIKE	SOUNDS LIKE
• Materials ready before the lesson starts • Homework and forms returned on time • Cleaning up without being asked	• "I forgot — I'll finish it at recess and show you after." • "What do I need for tomorrow?" • "That was my mistake. Here's how I'll fix it."

Observable look-fors

- ☐ Arrives prepared with required materials
- ☐ Completes and submits work on time
- ☐ Follows classroom routines independently
- ☐ Takes care of shared and personal materials
- ☐ Acknowledges mistakes and follows through on next steps
- ☐ Accepts a fair share of classroom jobs
- ☐ Uses time given in class rather than leaving it all for home
- ☐ Follows safety routines in the gym, lab or shop
- ☐ Tells an adult promptly when something has gone wrong
- ☐ Returns forms and permission slips without reminders

Organization — looks like / sounds like

LOOKS LIKE	SOUNDS LIKE
• A tidy, labelled workspace • An agenda or planner in daily use • Work filed where it belongs	• "It's in my blue folder under 'Science'." • "I wrote down the due date already." • "I'll do the rough copy tonight and edit tomorrow."

Observable look-fors

- ☐ Keeps workspace and materials organized
- ☐ Records homework and due dates consistently
- ☐ Uses a system for notes and handouts
- ☐ Plans steps for multi-day tasks
- ☐ Finds and retrieves materials without prompting
- ☐ Keeps a working system for returned work and handouts
- ☐ Writes assignments and due dates in one reliable place
- ☐ Packs up and transitions between subjects using the routine
- ☐ Keeps digital files named and saved where they can be found
- ☐ Begins long-term assignments early instead of the night before

Independent Work — looks like / sounds like

LOOKS LIKE	SOUNDS LIKE
• Eyes on own work, started right away • Using the anchor chart before raising a hand • Revising work after feedback	• "I tried two strategies already — can you check this one?" • "I'll reread the instructions first." • "My goal today is to finish the draft."

Observable look-fors

- ☐ Begins tasks promptly without prompting
- ☐ Persists through challenge using taught strategies
- ☐ Seeks help appropriately after trying independently
- ☐ Stays on task for the full work period
- ☐ Applies feedback to subsequent work
- ☐ Uses class time from the first minutes of the period
- ☐ Re-reads instructions or anchor charts before asking for help
- ☐ Completes assigned work within the time given
- ☐ Chooses a work spot that supports focus
- ☐ Checks work against success criteria before handing it in

Collaboration — looks like / sounds like

LOOKS LIKE	SOUNDS LIKE
• Taking turns in discussion • Doing an assigned role fully • Encouraging a quieter partner to share	• "What do you think, Sam?" • "Let's put our two ideas together." • "I can do the poster if you write the script."

Observable look-fors

- ☐ Shares materials and takes turns
- ☐ Listens to and builds on peers' ideas
- ☐ Completes an equitable share of group work
- ☐ Resolves disagreements respectfully
- ☐ Encourages participation from all group members
- ☐ Asks group members a question before asking the teacher
- ☐ Compromises when the group makes decisions
- ☐ Includes new or hesitant classmates in the work
- ☐ Gives peers specific, kind feedback on their ideas
- ☐ Does an assigned group role fully, without prompting

Initiative — looks like / sounds like

LOOKS LIKE	SOUNDS LIKE
• Volunteering to share first • Choosing the challenge question • Starting an extension task without being asked	• "Can I try presenting it a different way?" • "I found another example at home." • "What would happen if we changed this variable?"

Observable look-fors

- ☐ Volunteers ideas and questions
- ☐ Chooses challenge over comfort
- ☐ Extends learning beyond assigned work
- ☐ Offers to take on leadership roles
- ☐ Acts on curiosity with independent inquiry
- ☐ Tries to answer their own question before asking
- ☐ Attempts the challenge option, not only the required one
- ☐ Sees a way to help the class and takes it without being asked
- ☐ Sets a higher bar for their own work than the minimum
- ☐ Revises work after reflecting on returned feedback

Self-Regulation — looks like / sounds like

LOOKS LIKE	SOUNDS LIKE
• Using a break card appropriately • Returning to task after a setback • Choosing a seat that supports focus	• "I need two minutes, then I'll be ready." • "That strategy didn't work — I'll try the checklist." • "I'm going to move where I can focus better."

Observable look-fors

- ☐ Uses taught strategies to manage emotions
- ☐ Recovers quickly from setbacks
- ☐ Sets and revises personal learning goals
- ☐ Manages distractions during work time
- ☐ Reflects on own behaviour and adjusts
- ☐ Redirects without a reminder when off task
- ☐ Uses planned supports (break card, flexible seating, movement break) as intended
- ☐ Asks for clarification instead of getting stuck silently
- ☐ Keeps a personal goal visible and updates progress on it
- ☐ Can name which strategy helped and why

3 · Blank T-chart for co-construction

Post one heading on chart paper, then have small groups add sticky notes under each column: what would we see or hear if this class were great at this? Sort, cut the duplicates, and draft one “I” statement per skill with the class.

LOOKS LIKE	SOUNDS LIKE

4 · Anecdotal note template

Two notes a day is enough. Tag each note with the skill it shows so the report card vocabulary stays alive all term.

Date	Skill observed	What I saw / heard	Next step

5 · Family letter

Copy this into your first newsletter or print it as a one-page handout.

Dear Families,

In our classroom this year, your child will be learning about the six Learning Skills and Work Habits from Ontario's Growing Success document: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation.

These six skills are reported separately from academic grades on the provincial report card, because they describe how your child learns, not just what they know. We practise them the same way we practise reading or math: we name them, we model them, we notice them, and we talk about how to grow them.

You can help at home by using the same words. When your child finishes a task without reminders, that is Responsibility. When they try a tricky problem before asking for help, that is Independent Work. Small, specific praise — "I noticed you organized your backpack before bed" — makes the skill visible.

If you have questions about how the Learning Skills appear on the report card, please don't hesitate to reach out.

Warm regards,

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