

INSTRUCTIONS FOR USING REMOTE LEARNING PROJECTS

These materials were developed with the intention of easing the transition between in-class and temporary remote learning. Learning experiences are aligned with curricular outcomes and assessment tools have been included with each project.

Note:

1. The teacher either sends a link to the appropriate project or sends the document itself.
2. The teacher ensures that parents/caregivers receive any required school supplies (bin with pencils, markers, paper, etc.).
3. The teacher reassures parents/caregivers that communication will be maintained between home and school.
4. The parents/caregivers may access additional resources at:
 - My Learning at Home (www.edu.gov.mb.ca/k12/mylearning)
 - My Child in School (www.edu.gov.mb.ca/k12/mychild/index.html)

PROJECT OVERVIEW

Grade :	5
Main Subject :	Science
Big Idea :	Healthy Bodies
Title :	IT'S A NEW YEAR!
Cluster :	Maintaining a Healthy Body
Duration :	1–2 weeks
Materials :	Graph paper (optional), paper, glue, scissors, magazines, found objects/materials from around home for modelling, packaged food items and/or nutrition labels, measuring cups
Short description :	This learning experience is based on the idea that most New Year's resolutions are about improving one's health. Students will create a personal healthy living plan while remote learning or a campaign to encourage youth to make healthy choices. This is mostly an independent experience that could be enhanced with whole group sharing and teacher check-ins.

LEARNING OUTCOMES

Science: www.edu.gov.mb.ca/k12/cur/science/scicurr.html

5-1-01, 5-1-02, 5-1-03, 5-1-04, 5-1-05, 5-1-13, 5-1-15, 5-0-2a, 5-0-6a, 5-0-7f

Mathematics: www.edu.gov.mb.ca/k12/cur/essentials/docs/glance_kto9_math.pdf

5.N.8, 5.N.10, 5.SS.4

ELA: www.edu.gov.mb.ca/k12/cur/ela/index.html

Lenses: Personal and Philosophical; Social, Cultural, and Historical

Practices: Language as Exploration and Design; Language as System

ASSESSMENT

LANGUAGE ARTS					MATHEMATICS			SCIENCE			SOCIAL STUDIES		
COMP. Listening & Viewing	COMP. Reading	COMM. Speaking & Represent.	COMM. Writing	Critical Thinking	Knowledge and Understanding	Mental Math & Estimation	Problem Solving	Knowledge and Understanding	Scientific Inquiry Process	Design Process & Problem Solving	Knowledge and Understanding	Research and Communication	Critical Thinking and Citizenship
			X	X			X	X		X			

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LEARNING EXPERIENCES AND ASSESSMENT

Questions:

What is a healthy nutrition plan and lifestyle?

How do personal choices and the environment affect healthy nutrition plans and lifestyles?

Does a healthy nutrition plan and lifestyle change depending on where or when you lived?

Teacher's instructions:

During the learning experiences:

During this learning experience you might consider some mini lessons to support your students' progress. An idea that might be fun and promote some community building would be to as other Would You Rather? prompts for students to discuss.

- Possible Would you rather? prompts:
- Give up chocolate or give up candy
- Never be able to use condiments ever again or have to put condiments on everything you eat
- Only be able to eat canned soup or only be able to eat instant noodles
- Only be able to eat home cooked meals or only be able to eat take out

When checking in with students, use this time for students to share what they have been working on and what they have been learning. From these check ins, choose student work and thinking to be shared during synchronous meetings with the class. This will encourage students to engage in the learning experiences and also provide scaffolding for students who may need support with completing some of the experiences.

How to Use the Assessment Rubric:

1. The rubric is used throughout the learning experiences. There is no need for individual criteria or rubrics for each task. Students will use each task to further their understanding of the essential understandings identified in the rubric. Students will be demonstrating this through a variety of modalities.
2. As you collect evidence of students' level of understanding, highlight or check off their progress on the rubric. You should notice your students moving across the rows as their understanding develops throughout the experiences. Do not average your check marks or highlights. Students obtain their highest level of understanding. It does not matter where you start.

Step-by-step instructions for students:
See PowerPoint Presentation.

APPENDIX (PRINTABLE SUPPORT MATERIALS INCLUDING ASSESSMENT)

Grade 5: It's a New Year! PowerPoint

Grade 5: Appendix A: It's a New Year! Rubric

Assessment Rubric					
Report Card Category	Essential Understanding	Limited	Basic	Good	Very Good to Excellent
Science— Knowledge and Understanding	Good nutrition is a necessary part of a healthy life.	Lists healthy foods.	Describes good nutrition.	Compares the nutritional value of foods.	Develops a good nutrition plan considering environmental factors.
Science— Knowledge and Understanding	Lifestyle choices and environmental factors affect personal health.	Lists components of a healthy lifestyle.	Describes choices and factors that affect healthy lifestyles.	Discriminates between lifestyle choices and their impact on personal health.	Creates a plan to maintain a healthy body that considers lifestyle choices and environmental factors.
Science— Design Process and Problem Solving	Information needs to be reviewed to determine its accuracy and usefulness.	Identifies sources of information.	Summarizes information from a variety of sources.	Selects information based on its accuracy and usefulness.	Integrates information from a variety of sources that are accurate and useful for a specific purpose.
Math— Problem Solving	Numerical data can be presented in many forms that alters its interpretation.	Identifies different types of numerical data.	Interprets a variety of numerical data.	Compares different types of numerical data.	Integrates a variety of numerical data to inform decision making.
ELA— Communication: Writing and Critical Thinking	What we hear, read, and view contributes to our development of texts for specific audiences.	Identifies sources of information.	Summarizes information from a variety of sources.	Selects information of sources to support text development.	Integrates information from a variety of sources to support text development for a specific audience.