

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. 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: | 1 |
| Main Subject: | Science |
| Big Idea: | How to care for living things |
| Title: | CARING FOR A LIVING THING |
| Cluster: | Characteristics and Needs of Living Things |
| Duration: | approximately 1-2 weeks |
| Materials: | Info Booklet for Students (digital or pdf) Workbook for students (digital or pdf) |
| Short Description: | This learning experience can be an independent student learning experience or can be led by a teacher through synchronous learning. Information is provided for the student to read about the basic needs of living things and then develop a plan to care for a new pet. Students can choose any pet to care for while they explore different living spaces and compare the basic needs met. |

LEARNING OUTCOMES

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

1-1-07, 1-1-08, 1-0-3b

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

1.SS.1

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

Language as Power and Agency, Language as Exploration and Design

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 | | X | | | |

Original concept created by: J. Foxon

LEARNING EXPERIENCES AND ASSESSMENT

Question: Is taking care of a pet easy? What are the most important needs for a living thing?

Teacher's instructions:

- The PowerPoint contains two sections; a Student Information Booklet and a Student Workbook.
Note: the links provided only work when in presentation mode.
Note: there are links to navigate between pages in both sections, these will need to be changed if you separate them into two separate PowerPoints.
- STUDENT INFO BOOKLET -
 - You may print off this booklet and provide a copy to each student.
 - If students can access this online you can also include an audio feature with you reading out the slide for students who may be low level readers.
 - Orange Words are linked to a glossary at the end of the booklet
- WORKBOOK –
 - EDITABLE teacher document - Each slide is editable in this format. If you edit the document and want to change the interactive workbook piece, save the slide as an image and insert as the background of your slide. This way students cannot manipulate the slide itself but may add their own text boxes on top of the image.
 - Print and provide a copy for each student. Digitally the students can each have a copy and they can work directly on the slides. Areas have been created for students to type, drag and drop or draw on the slides.

Step-by-step instructions for students:

- Students will have 2 booklets:
 1. Caring for a Living Thing: Grade 1 Info Booklet
 2. Caring for a Living Thing: Grade 1 Student Workbook
- Follow the directions on each sheet and use the Info Booklet to help you find more information.
- Use the links provided to research more about caring for living things.
- Create a plan to care for a pet. Make sure your pet has all the basic needs in their environment.

APPENDIX (PRINTABLE SUPPORT MATERIALS INCLUDING ASSESSMENT)

Assessment & Evaluation:

Describe evidence of student learning in the appropriate box for that student. Indicate Emerging, Expanding or Extending where appropriate.

| Report card categories: | Outcomes Addressed | Achievement Grade Profiles <u>Assessment and Evaluation</u> | | | |
|----------------------------------|--|--|-------|---------|------------------------|
| | | Limited | Basic | Good | Very Good to Excellent |
| Science: | | | | | |
| Knowledge & Understanding | 1-1-07 Recognize that plants, animals, and humans, as living things, have particular needs. | | | | |
| Design Process & Problem Solving | 1-1-08 Describe what is needed to care for a pet, a farm animal, or an indoor plant. 1-0-3b. Create a plan to solve a problem or meet a need. | | | | |
| Math | | | | | |
| Knowledge & Understanding | 1.SS.1 Demonstrate an understanding of measurement by Making statements of comparison. | | | | |
| ELA | | Independence | Depth | Breadth | Transformation |
| Exploration & Design | Learners are using different sources to explore ideas and to deepen and extend thinking | | | | |
| Power & Agency | Contemplate the actions that can be taken, consider alternative viewpoints, and contribute other perspectives. | | | | |