

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 :	2
Main Subject :	Science
Big Idea :	Discovering how animals of all kinds grow and change and the environments they live in.
Title :	ADULTS AND BABIES
Cluster :	Growth and Changes in Animals
Duration :	3+ weeks
Materials :	<ul style="list-style-type: none">• Student Slides (digital or printed copy)• Google Slides available here: Babies & Adults• Animal life cycle research books: (students without online access)• Diorama<ul style="list-style-type: none">○ Small box (shoe box size)○ Construction paper○ Glue○ Clay or playdough○ Paint○ Markers○ Recyclables (toilet paper rolls, plastic containers, etc.)○ Scissors○ Toy animals (optional)
Short description :	This learning experience can be an independent student learning experience or can be led by a teacher through synchronous learning (In-class or online). Information is provided for the student to read and view about how animals grow and change and the habitats they live in. Students compare babies with their parents and explain similarities and differences.

LEARNING OUTCOMES

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

2-1-01, 2-1-09, 2-1-14

English Language Arts: www.edu.gov.mb.ca/k12/cur/ela/index.html

Language as: Power and Agency, Exploration and Design, Sense Making, 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					

Original concept created by: Karen Carmichael, Chris Hunt, Shannon Keeley, and Amberly Scott

LEARNING EXPERIENCES AND ASSESSMENT

Overall

Teacher's instructions:

- Virtual: (Asynchronous)
 - Provide a copy of the PowerPoint (digital or print) for each students (PPT or google slides)
 - Meet with students daily to discuss where they are at within their learning and what they will complete next.
 - Younger students should be meeting with their teacher daily to check-in on their progress and keep them on track.
 - Meetings with caregivers would prove beneficial as well.
 - Provide support to students as they work through the lesson.
 - Provide time for discussion and collaborative thinking.
- Virtual (Synchronous)
 - Provide a copy (digital or print) of the PowerPoint for each students (PPT or google slides)
 - Meet with the students daily and work through each section of the lesson as a whole group.
 - Provide support to students as they work through the lesson.
 - Provide time for discussion and collaborative thinking.
- In-Class:
 - Provide a copy of the PowerPoint (digital or print) for each students (PPT or google slides)
 - Meet with the students daily and work through each section of the lesson as a whole group.
 - Provide support to students as they work through the lesson.
 - Provide time for discussion and collaborative thinking.

Note: For all students requiring only printed materials please provide the actual links to the videos and provide resource books for the students to use as an alternative to the online resources

Step-by-step instructions for students:

- Step 1: Work through the slides/sheets
- Step 2: Keep all work organized to submit at the end
- Step 3: Check in with your teacher and ask questions daily
- Step 4: Try your best and work hard!

Question: Where do animals live and what do they need to survive?

Teacher's instructions:

Day 1: Teacher–Caregiver–Student Meeting via video

- Introductions and establish a warm rapport
- State theme of the unit and the focus of the learning—Learning Objectives Slide 2–4
- Discussion of unit expectations
 - Technology, timeline caregiver support, caregiver and student needs and adaptations, etc.
 - Final Project—give a list of materials to begin gathering.
- Opportunity for questions from caregiver and student
- Complete Slide 5 column 1—Everything we think we already know about animals.

Day 2: Animal Habitats

- Slide 7—Review questions to be filled out during the video on slide 8
- Slide 8—watch the video (fill in the questions on slide 7)
- Slide 9—use the chart in the video to match the animals to their habitats.
- Slide 10—return to slide 5—fill in second and third columns—new information we learned and any misconceptions from column one into column 3.

Day 3: Baby Animals

- Slide 12-15—students compare the appearance of the adult caregivers to their babies, complete a Venn diagram by inserting text boxes or writing on each side of the Venn diagram to describe differences and in the center of the Venn diagram to describe similarities.
- Slide 16—return to slide 5—fill in second and third columns—new information we learned and any misconceptions from column one into column 3.

Day 4/5: How Animals Grow:

- Slide 18—Students will be creating a mini-book about an animal of their choosing. The link to how to fold a mini-book is here: <https://www.youtube.com/watch?v=21qi9ZcQVto>
- Slide 19–22 students can view various animals and observe how they grow and change. There are video links to fiction and nonfiction information. Students can observe and then return to their mini-books and research the animal they would like to create a mini-book on. (Slide 23)
- Slide 24—return to slide 5—fill in second and third columns—new information we learned and any misconceptions from column one into column 3.

Day 6/7: Animal Research

- Slide 26—students may choose a new animal or continue with the one they chose for their mini-books. They are to research their animal using the search engine Kiddle: www.kiddle.co. This is a safe search engine for children that will filter out inappropriate material. *If students would like to use google, caution caregivers that they could see/read information that is not for them.*
- Slide 27–28—students will include information gathered from their research and write a paragraph about their animal.
- Slide 24—return to slide 5—fill in second and third columns—new information we learned and any misconceptions from column one into column 3.

Day 8–10: Complete the diorama for the final project.

APPENDIX (PRINTABLE SUPPORT MATERIALS INCLUDING ASSESSMENT)

Grade 2: Adults and Babies.pptx

Grade 2: Science Assessment Tool: Evidence of Student Learning

Grade 2: ELA Assessment Tool: Evidence of Student Learning.docx

Grade 2 Science Assessment Tool: Evidence of Student Learning

<p>View Achievement Profiles: Manitoba Report Card Grade Scale—Science Achievement Profiles (Grades 1 to 8) Subject Category: Knowledge and Understanding</p> <p>Science Outcomes:</p>	<p>In the boxes below indicate the students responses and evidence of learning through their work in the project as well as the report and diorama</p>			
	<p>Limited (1): Requires considerable ongoing teacher support to explain concepts related to a topic of study. make connections between science concepts and real world contexts describe thinking and reasoning using science vocabulary</p>	<p>Basic (2): Requires occasional teacher or peer support to: explain concepts related to a topic of study. make connections between science concepts and real world contexts describe thinking and reasoning using science vocabulary</p>	<p>Good (3): Explains concepts related to a topic of study Makes connections between science concepts and real-world applications. Requires occasional prompting to describe thinking and reasoning using science vocabulary</p>	<p>Very Good to Excellent (4): Explains concepts related to a topic of study accurately, clearly, and flexibly. Logically and creatively makes connections between science concepts and real-world applications. Explains thinking and reasoning clearly using appropriate science vocabulary.</p>
(2-1-01)—Use appropriate vocabulary related to their investigations of growth and changes in animals. (<i>Animal paragraph writing</i>)				
(2-1-09)—Compare the appearance of young and mature animals of the same type.				
(2-1-14) Describe changes in the appearance and activity of various animals as they go through a complete life cycle. Include: an insect, a bird, an amphibian.				

Grade 2 English Language Arts Assessment Tool: Evidence of Student Learning

Indicate in each box emerging, expanding, or extending and describe student evidence of learning.

Evidence of Learning in English Language Arts: https://app.mapleforem.ca/en/groups/229/wiki/pages/1622#3to5overview			Interrelated Dimensions of Learning Growth (IDOL-G): https://app.mapleforem.ca/en/groups/229/wiki/pages/2205			
			Independence: Emerging Expanding Extending	Depth: Emerging Expanding Extending	Breadth: Emerging Expanding Extending	Transformation: Emerging Expanding Extending
<i>4 ELA Practices & Elements</i>	<i>Grade Band Descriptors Identified</i>	<i>Report Card Connection</i>				
Power Agency <ul style="list-style-type: none"> Recognize and analyze inequities, viewpoints, and bias in texts and ideas Investigate complex moral and ethical issues Contemplate the actions that can be taken, consider alternative viewpoints, and contribute other perspectives 	Learners are recognizing that texts have different audiences, purposes, agendas, and points of view.	Comprehension: <ul style="list-style-type: none"> listening viewing reading 	Example: Expanding: Student researched tiger and was able to find the answers to each question.			
Exploration and Design <ul style="list-style-type: none"> Research and study topics and ideas Interpret and integrate information and ideas from multiple texts and sources Manage information and ideas Invent, take risks, and reflect to create possibilities 	Learners are using different sources to explore ideas and to deepen and extend thinking.	Comprehension: <ul style="list-style-type: none"> listening viewing reading 				
Sense Making <ul style="list-style-type: none"> Access, use, build, and refine schema Select from and use a variety of strategies Be aware of and articulate the ways that one engages with text. 	Learners are using what they know about text to understand and create new texts.	Critical Thinking				

System <ul style="list-style-type: none">• Recognize, apply, and adapt rules and conventions• Identify, analyze, and apply understandings of whole-part-whole relationships	Learners are experimenting with, using, and adjusting conventions of familiar print, oral, and visual texts to enhance communication.	Comprehension: <ul style="list-style-type: none">• listening• viewing• reading				
---	---	--	--	--	--	--

