

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:	3
Main Subject:	Social Studies
Big Idea:	Family
Title:	WHAT IS FAMILY?
Cluster:	Communities of the World
Duration:	1–2 weeks (depending assignment schedule of tasks)
Materials:	Pencils, art supplies, computer/tablet/or phone with Internet access
Short Description:	This independent study provides students the opportunity to explore the concept of family through integrated, authentic learning experiences. Extensive use of hands-on activities will keep students engaged, while providing breaks from technology time. Students will demonstrate their learning in a variety of ways. In addition to the tasks provided in this project plan, it is expected that students be provided direct, synchronous instruction of fundamental concepts in literacy and numeracy (such as the components of a balanced reading and writing program, as well as number talks, and open-ended numeracy tasks).

LEARNING OUTCOMES

Social Studies: www.edu.gov.mb.ca/k12/cur/socstud/docs.html

KI-012, KI-013, KI-007

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

3-4-12, 3-1-15, 3-1-16

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

3.N.2, 3.N.3, 3.N.5, 3.N.13, 3.PR.1, 3.PR.2

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

Language as sense making, Language as system, Language as power and agency, Language as exploration and design

Physical Education/Health Education: www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html

K.1.3.B.2

Art: www.edu.gov.mb.ca/k12/cur/arts/visual/index.html

3-4 A-U1.3

Music: www.edu.gov.mb.ca/k12/cur/arts/music/index.html

3-4 M-U1.3

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	x	x	x	x	x	x	x	x

For further information on assessment, see Appendix K.

Original concept created by: Holly Sorenson

LEARNING EXPERIENCES AND ASSESSMENT

Question: What is family?

Teacher's instructions:

To launch this project, have a synchronous meeting with your students to discuss the topic of family. Ask your students what they believe it means to be a family, what families are made up of, how different families are the same and how they differ. Share a provocation, such as images of a variety of families, to engage the students, provide context, and enrich the conversation. Here are some links to find images of families:

www.huffingtonpost.ca/entry/29-gorgeous-photos-show-what-families-around-the-world-have-in-common_n_56aba5f8e4b077d4fe8dde68

<https://allaboutfamilies.weebly.com/types-of-families.html>

www.boredpanda.com/the-universal-family-portrait-project-michele-crowe/?utm_source=google&utm_medium=organic&utm_campaign=organic

Assign the following tasks to your students over the course of 1 to 2 weeks, in a timeframe that is appropriate to you and your students. Assigning a smaller number of tasks, over a short period of time is recommended over assigning an extensive list of tasks at one time. This will allow you to monitor and provide formative assessment and feedback to students, as required, throughout the learning process, as well as avoiding overloading students. As learning tasks are assigned, provide students with instructions, as well as any templates or support material they need to complete the task (see appendix).

English Language Arts

- Discuss the question “What makes a family?” with your family. Share your ideas and listen to others’ ideas. Write a summary of your discussion (Appendix A).
- Throughout the week, find and read five books (online or books at home) that have a family theme, or read the recommended list provided (Appendix B). Discuss with an adult what the messages are about family that were found in the books.
- Choose one person in your family to interview. Write a list of five questions you will ask them to get to know them better. Record their answers and make a list of what you learned about them that you did not know before (Appendix C).

Mathematics

- While making an audio recording, estimate the sum of the ages of the two oldest people in your family (explain how you made that estimate), then calculate the actual sum (explain what strategies you used to mentally calculate the sum).
- With an adult, find and make a favourite family recipe that uses fractions. Talk about the measurements of different ingredients and how they relate to whole parts (a whole cup, teaspoon, or tablespoon).
- Find and describe five examples of increasing patterns in your family home (for example, lining up the shoes of family members in increasing order by size) (Appendix D).
- Make a list of 10 activities that can or cannot be accomplished in minutes, hours, days, months, and years (for example, “I can brush my teeth in the time it takes to sing the alphabet three times.” (Appendix E).

Physical Education/Health Education

- Have a family member stand facing you, arm distance apart, and palm to palm. On the “go” signal, push against each other, attempting to push one another off balance (be gentle and aware of your space—safety first!). Experiment with a wide versus narrow base of support, and stiff versus bent knees.
- Have family members face one another and lock wrists. Place a club or pin on the floor between you. On the “go” signal, push and pull one another (safely) trying to cause the other to knock down the club.

Science

- Read the recommended stories, and watch the video links about families from other countries. Draw and label the objects you see people from other countries make that use materials from the earth (for example, sod houses) (Appendix F).
- List and describe things your family members do that is related to plants (for example, My mom plants flowers in the garden., My dad trims the trees in the yard., etc.) (Appendix G).
- Fill in the T-chart to show how families use plants for food and for medicine (Appendix H).

Social Studies

- Watch the video provided of a family from another country. Fill in the Venn diagram to show what is different and the same about your family and the family in the video (Appendix I).

Art:

- Walk through your home while observing the artwork and décor. Answer the following questions: How does the artwork and décor represent the values and interests of your family? What are the personal stories behind the artwork and décor? What would you like to add to the décor of your family home?
- Create a work of art (for example, a sculpture, painting) that represents your family. Take a picture to share.

Music

- Watch videos provided of musical families from around the world. Talk to your family about their own musical interests, experiences, and backgrounds. Have they played musical instruments? Were they in a band? What songs did your grandparents sing to your parents when they were children? Record your learning (Appendix J).

Step-by-step instructions for students:

Instructions for students, as well as any necessary support materials, will be provided by the teacher as individual tasks are assigned.

APPENDIX (PRINTABLE SUPPORT MATERIALS INCLUDING ASSESSMENT)

Appendix A: What Makes a Family.docx

Appendix B: Recommended Book List.docx

Appendix C: Getting to Know You Better!.docx

Appendix D: Find and Describe 5 Examples of Increasing Patterns in Your Family.docx

Appendix E: Make a List of 10 Daily Activities.docx

Appendix F: Recommended Stories and Videos.docx

Appendix G: List and Describe Things Your Family Members Do Related to Plants.docx

Appendix H: T-Chart: How Families Use Plants for Food and Medicine.docx

Appendix I: Venn Diagram.docx

Appendix J: Musical Families.docx

Appendix K: Assessment Rubrics

What Makes a Family?

- Discuss this question with your family.
- Share your ideas and listen to others' ideas.
- Write a summary of your discussion

Summary:

- What were the main ideas shared during the conversation?
- What were my opinions and ideas?
- What were the opinions and ideas of my family members?

[illegible]

Word bank:

mom, dad, sister, brother, grandmother, grandfather, believe, think, share, opinion, idea,
talk, disagree, agree, important, different,

Sentence starters:

My family believes...

My believes...

We talked about...

I think that...

Some important points were...

We agreed that...

Recommended Book List

The following is a sampling of books about family that are available through the Winnipeg Public Library:

Family by Isabell Monk

One Family by Shannon George

Tractor Mac Family Reunion by Billy Steers

Passover Family by Monique Polak

My Family by Lorraine Adams

Meet the Family by Alexandra West

Best Family Ever by Karen Kingsbury

‘Ohana Means Family by Ilima Loomis

The Family Tree by David McPhail

My Family History by Jane O’Connor

The Family Book by Todd Parr

All In the Family by Stan Berenstain

My Family Is Special by Maggie Testa

Life with My Family by Renee Hooker

Love Makes a Family by Sophie Beer

Travels with My Family by Marie-Louise Gay

My Family Is Forever by Nancy Carlson

Many more titles are available through the Winnipeg Public Library. Please contact the library for more support.

For stories online, click on the following links:

www.youtube.com/watch?v=ni_at59TzMA (*The World’s Family*)

www.youtube.com/watch?v=p2eX6truzs8 (*We Are Family*)

www.youtube.com/watch?v=WcvCUBK9s6U (*A Family Is a Family Is a Family*)

www.youtube.com/watch?v=XwL5KOeWoQ (*My Family, Your Family, Our Families*)

www.youtube.com/watch?v=yND_GbTcO8w (*Families, Families, Families*)

www.youtube.com/watch?v=gMpecJKW0jM (*The Family Book*)

www.youtube.com/watch?v=N37z7Ve8Rik (*All Kinds of Families*)

www.youtube.com/watch?v=WgoQsXfg5co (*This Is My Family*)

www.youtube.com/watch?v=-nzegt5mdAw (*Just Right Family*)

Getting to Know You Better!

The person I will interview is _____.

Here are the questions I will ask them to get to know them better:

1. _____

2. _____

3. _____

4. _____

5. _____

Here are their answers:

1. _____

2. _____

3. _____

4. _____

5. _____

What I learned:

Find and describe 5 examples of increasing patterns in your family home (for example, lining up family members shoes in increasing order by size)

Increasing pattern #1:

The pattern is _____

Description: _____

Increasing pattern #2:

The pattern is _____

Description: _____

Increasing pattern #3:

The pattern is _____

Description: _____

Increasing pattern #4:

The pattern is _____

Description: _____

Increasing pattern #5:

The pattern is _____

Description: _____

Make a list of 10 daily activities your family does that can or cannot be accomplished in minutes, hours, days, months, and years. For example, "My dad can brush his teeth in the time it takes to sing the alphabet twice."

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Read the recommended stories, and watch the video links about families from other countries. Draw and label the objects you see people from other countries make that use materials from the earth (for example sod houses)

www.youtube.com/watch?v=ngLoJxssEao (*From Sheep to Cloth*)

www.youtube.com/watch?v=fVmnIOtbadk (*Traditional Crafts Made from Natural Materials*)

www.youtube.com/watch?v=k2leKfPyBbU (*Birch Bark Canoe*)

www.youtube.com/watch?v=K3DJ9nNblVQ (*Mud Construction*)

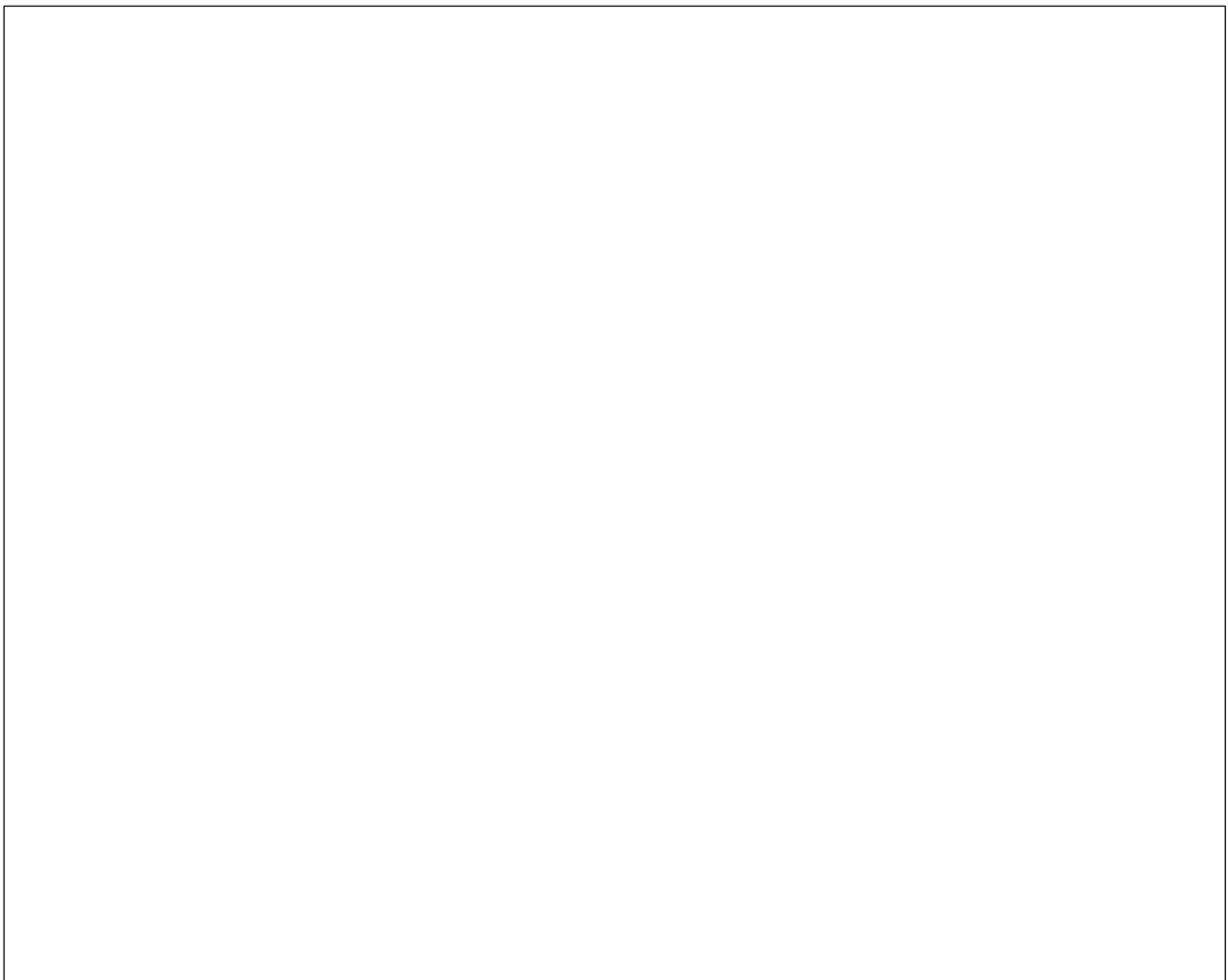
www.youtube.com/watch?v=9ecr22Fws7U (*Eco-Friendly Houses with Mud*)

Click on the following link:

www.youtube.com/watch?v=hMrw9r_lsfA&list=PLqAhKot_pSl3gmyl57_mr8UKmP483jbIE&index=2

Using the menu on the right, choose a minimum of 6 videos to view from the list of 45 options. Almost all videos are less than 2 minutes in length, and explore different aspects of life in countries from around the world.

Here are my labeled drawings of objects people make and use around the world that use materials from the earth:



List and describe things your family members do that is related to plants (for example, My mom plants flowers in the garden., My dad trims the trees in the yard., etc.).



<https://pixabay.com/vectors/clip-art-flora-nature-plant-tree-1300584/>

How Families Use Plant Parts for Food and Medicine

Follow the links to learn about ways families use plant parts for food and medicine. Then fill out the t-chart.

<https://ouroneacrefarm.com/2015/04/17/12-native-plants-for-food-and-medicine/>

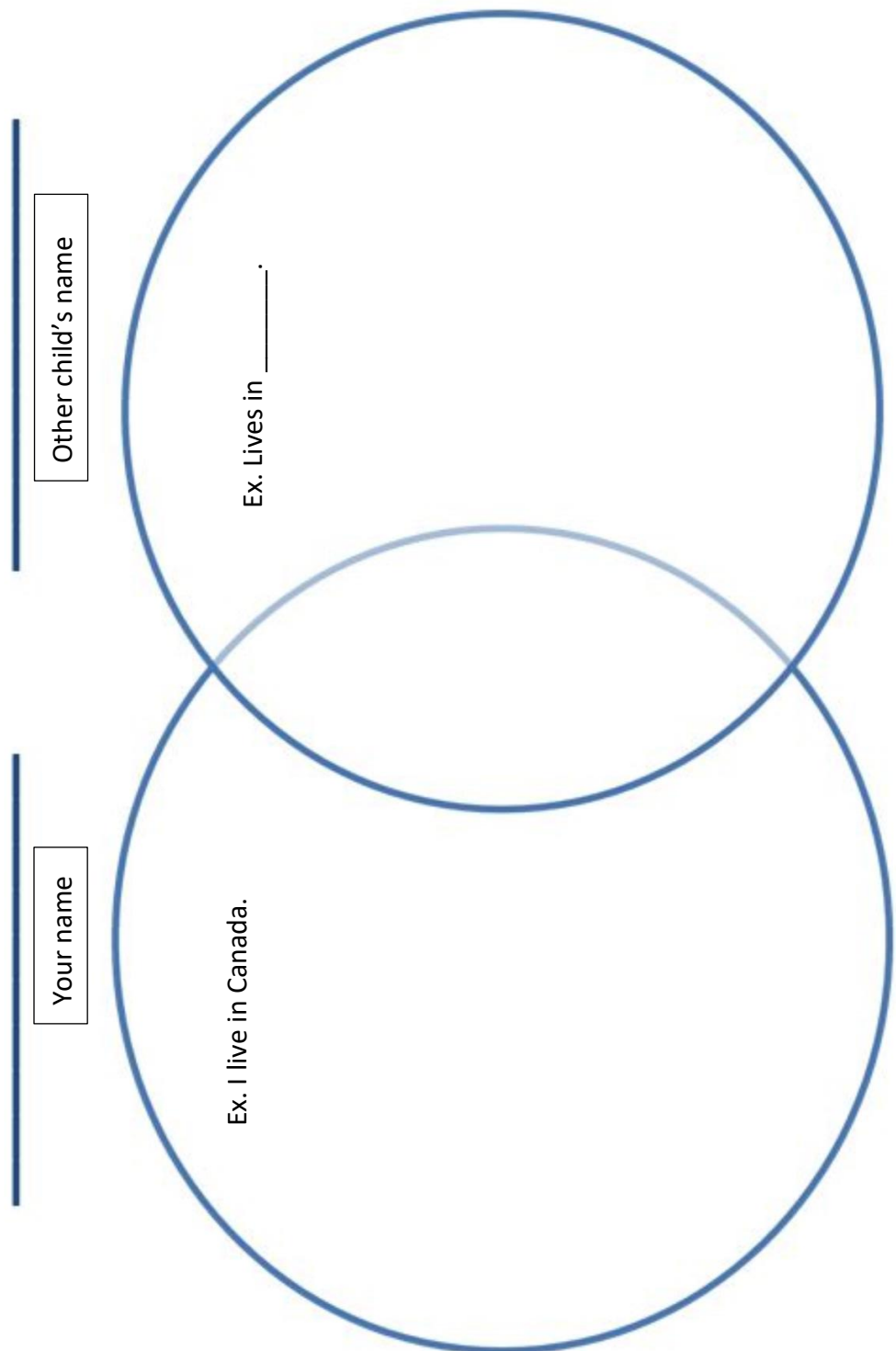
www.first-learn.com/uses-of-plants.html

<https://kids.britannica.com/students/article/plant/276449>

Food	Medicine
<p><i>Example:</i> People use the sap from maple trees to make maple syrup.</p>	<p><i>Example:</i> The Cherokee used common violets to soothe headaches.</p>

<https://kidsinothercountries.org/>

Follow the link to the website. Choose one child's video to watch. When you are done, fill in the Venn diagram below. Write your name in one label, and the child whose video you watched in the other. Write down all the things that are different about your lives in the correct circle, with things you have in common in the middle, where the circles overlap.



Musical Families

Watch the videos provided of musicians, musical instruments, and cultural families enjoying music from around the world. Talk to your family about their own musical interests, experiences, and backgrounds. Have they played musical instruments? Were they in a band? What songs did your grandparents sing to your parents when they were children? Record your learning.

www.youtube.com/watch?v=s-mTjA9gxHU (CTV: Carm Colvin)

www.youtube.com/watch?v=Ta9xdVxJOng (WSO: One Voice)

www.youtube.com/watch?v=m7IHRWphGHA (Metis Music Manitoba)

www.youtube.com/watch?v=iNv6XvRJQS4 (A Musical Journey)

www.youtube.com/watch?v=fVMgB6OVO0o (Native American Instruments)

Here is what I learned about my family's musical experience, interests, and memories:



<https://pixy.org/471919/>

Assessment Rubrics

For learning outcomes in mathematics, science, social studies and physical education, please refer to the achievement grade profiles provided by Manitoba Education at the following link:

www.edu.gov.mb.ca/k12/assess/report_cards/grading/profiles.html

Grade Scale	Academic Achievement of Provincial Expectations
4	Very good to excellent understanding and application of concepts and skills
3	Good understanding and application of concepts and skills
2	Basic understanding and application of concepts and skills
1	Limited understanding and application of concepts and skills; see teacher comments

Please refer to the achievement scale for Manitoba provincial report cards (above) to complete the following table, which can be used to record marks and observations/notes for the learning outcomes targeted in this family project:

Learning outcome	1	2	3	4	Notes
Science:					
Investigate how humans from various cultures use earth materials to make objects.					
Identify and describe hobbies and jobs involving plants.					
Identify how humans from various cultures use plant parts for food and medicine					
Social Studies:					
Recognize the diversity of cultures and communities in the world.					
Compare daily life in their own communities to life in communities studied.					

Learning outcome	1	2	3	4	Notes
Mathematics:					
Quantities can be represented concretely, pictorially, and symbolically.					
There are different but equivalent representations of numbers.					
Benchmark numbers are useful for comparing, relating, and estimating numbers.					
Our number system is based on patterns (place value).					
The position of a digit in a number determines the quantity it represents.					
Classifying numbers provides information about their characteristics.					
Patterns can be represented in a variety of ways.					
Relationships can be described and generalizations made for mathematical situations that have numbers or objects that repeat in predictable ways.					
Data can be arranged to highlight patterns and relationships.					
It is necessary to understand the attributes of the object before anything can be measured.					
English Language Arts:					
General ELA Goal: Build a sense of self, identity, community, and the world					
Lens: Personal and Philosophical and/or Social, Cultural and Historical					
Focus on the Practice of Power and Agency (consider alternative viewpoints and perspectives)					

Learning outcome	1	2	3	4	Notes
Physical Education/ Health Education:					
Recognize concepts relating to force (i.e., body alignment, application of force, addition of forces) in pulling, pushing, and carrying activities (e.g., carrying a mat together, rope pulling...)					
Art:					
Describe works of art and design experienced first-hand in own community and the places and venues (e.g., galleries, places of worship, public buildings, parks) where these experiences occurred					
Music:					
Demonstrate awareness of musicians from own community, Manitoba, Canada, and various global contexts					

ELA grade band descriptors identified in the family project:

Practices and Elements	Grade Band Descriptor Identified	Evidence of Learning
Power and Agency	<ul style="list-style-type: none">• Learners are recognizing families' and peers' unique identities and similar and different ways of seeing the world.	
Language as Sense Making	<ul style="list-style-type: none">• Learners are enhancing meaning through dialogue, reflection, and revision.• Learners are building stamina for engagement, perseverance, and interactions with texts.	
Language as System	<ul style="list-style-type: none">• Learners' automaticity with printed text is becoming secure.	
Language as Exploration and Design	<ul style="list-style-type: none">• Learners are using strategies, resources, and sources to explore ideas and deepen and extend thinking.	