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:	Patterns in Seasonal Changes
Title:	PATTERNS OF TIME
Cluster:	Daily and Seasonal Changes
Duration:	2 weeks
Materials:	Brown/black paint; paint brush; large craft paper; glue; various craft items; wall calendar with seasonal landscape photos *that can be cut up*; crayons/pencil crayons/markers; paper; various craft/recyclable materials found at home
Short Description:	A project-based learning experience examining the patterns related to time such as day/night, weeks, and seasons. Experiences are designed so students will develop their understanding of the outcomes and apply them in their final project. This can be done asynchronously but would benefit from opportunities for students to share their learning and thinking. Cross-curricular connections include patterns and sorting.

LEARNING OUTCOMES

Science: www.edu.gov.mb.ca/k12/cur/science/scicurr.html
1-4-01. 1-4-02, 1-4-03, 1-4-04, 1-4-08, 1-4-09, 1-4-10, 1-4-11, 1-4-13, 1-4-15, 1-4-16, 1-4-17, 1-0-1c, 1-0-3a, 1-0-3b, 1-0-3d, 1-0-4b, 1-0-4d, 1-0-7b, 1-0-7c

Mathematics: www.edu.gov.mb.ca/k12/cur/essentials/docs/glance_kto9_math.pdf
1.PR.1, 1.PR.2, 1.SS.2

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			

Original concept created by: Denise Smith

LEARNING EXPERIENCES AND ASSESSMENT

Questions: What changes do we see in a year?
How do we use patterns to represent these changes?
How do seasonal changes affect living things?

Teacher's instructions:

This learning experience is designed to be completed asynchronously. However, the experience would be enhanced with opportunities for students to share their learning from the various tasks in small or whole-group synchronous sessions. This will provide some scaffolding for those who need support and a prompt for others to go deeper when they attempt the task and provide accountability for students.

It is recommended that students complete all tasks in this experience. However, if a student can demonstrate their understanding of the concepts without completing all tasks, they should not be penalized. Students could suggest alternate assignments if desired. Work on these activities should allow students to develop their thinking and to move to the second and third column on the assessment rubric. As students apply their learning in the final project, students further develop their understanding of the concepts and should move to the third or fourth columns on the rubric.

Special Notes:
Seasons—story book is in the Appendices or can be found here:
https://indigenousstorybooks.ca/pdf/en/en-0004_seasons.pdf

Turtle Calendar—It would be best to consult with a local elder regarding the appropriate moon names for your location as the names often vary based on location. If this is not possible, then the following resources may be helpful:

Cree and Dene: See Appendix A—Table 1 has the Moons of the Cree Year and Table 2 has the Moons of the Dene Year: https://education.usask.ca/ccstu/pdfs/night_sky.pdf

Ojibwe and Cree: See pages 9–12 for Ojibwe, page 19 for Cree:
https://onlc.ca/wp-content/uploads/2014/06/13-Moon-curriculum2.pdf

Ojibwe—https://ojibwe.net/projects/months-moons/

Please note that not all languages/cultures of Manitoba are represented in the resources provided here and local dialects may be different from those presented in resources from Saskatchewan and Ontario.

Assessment:
Assessment of student thinking should include products, observations, and conversations as much as possible. Some of this may take place during individual meetings with students. These will encourage students to develop their critical and creative thinking skills and prepare them for the final stage of the unit.

How to Use the Assessment Rubric

The rubric is to be 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. Students will be demonstrating this through a variety of modalities.
As you collect evidence of students' level of understanding, highlight or check off their progress on the rubric. You should notice your students move 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 they start.

Step-by-step instructions for students:

See Patterns of Time PowerPoint Presentation.

APPENDIX (PRINTABLE SUPPORT MATERIALS INCLUDING ASSESSMENT)

Grade 1: Patterns of Time PowerPoint Presentation.pptx
Grade 1: Assessment Rubric.docx
Grade 1: The Seasons.pdf
Grade 1: Moon Turtle Mandala Template.pdf

Assessment Rubric

	Essential Understanding	Limited	Basic	Good	Very Good to Excellent
Mathematics Knowledge & Understanding	**Seasons can be compared and analyzed by their attributes**	Describes common attributes of day/night and seasons	Sorts objects related to day/night and seasons from home and the environment based on a single attribute.	Compares attributes of day/night and seasons.	Connects factors in the environment that affect the attributes of day/night and seasons.
	Patterns can be represented in a variety of ways.	Identifies simple a-b-a-b patterns.	Can extend an identifiable pattern.	Connects pattern rules to patterns in nature (e.g., day/night, seasons)	Creates patterns based on daily, weekly, and seasonal changes.
Science Knowledge & Understanding	**Seasonal changes affect all living things.**	Identifies seasonal changes in the local environment.	Describes how seasonal changes affect living things.	Ranks the effects of seasonal changes on living things.	Predicts how to support an animal survive seasonal changes in the local environment.
	Seasonal changes occur in predictable patterns or cycles.	Identifies the seasons.	Describes observable patterns and cycles related to seasons.	Compares characteristics of seasons.	Connects factors in the environment that affect the patterns or cycles of day/night and seasons.
Science Design Process and Problem Solving	**Scientific knowledge can be used to solve practical problems.**	Identifies knowledge about seasons that is needed to solve a design problem.	Selects features of a design using knowledge about seasonal changes.	Recommends features of a design based on knowledge about seasonal changes.	Integrates features in design that supports animals adjust to seasonal changes.

The Seasons

Adobe Acrobat Document

Moon Turtle Mandala Template

Adobe Acrobat Document