

# 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](http://www.edu.gov.mb.ca/k12/mylearning))
  - My Child in School ([www.edu.gov.mb.ca/k12/mychild/index.html](http://www.edu.gov.mb.ca/k12/mychild/index.html))

## PROJECT OVERVIEW

<b>Grade:</b>	2
<b>Main Subject:</b>	Science
<b>Big Idea:</b>	Growth and Changes in Animals; Identifying, Sorting, and Comparing 2D and 3D Shapes, Length
<b>Title:</b>	WILL YOU BE MY PET?
<b>Cluster:</b>	Growth and Changes in Animals
<b>Duration:</b>	1-2 weeks
<b>Materials:</b>	Thought book (optional), flipbook handouts, stapler, scissors, paper, pencil, camera (optional)
<b>Short Description:</b>	A project-based learning experience to help us understand how animals grow and change over time. Experiences are designed so students will develop their understanding of the outcomes and apply them in the final project. Included in this plan are suggestions for launching the experience, independent learning experience suggestions and assessment. Teacher check-ins are encouraged.

## LEARNING OUTCOMES

Science: [www.edu.gov.mb.ca/k12/cur/science/scicurr.html](http://www.edu.gov.mb.ca/k12/cur/science/scicurr.html)

2-1-01, 2-1-02, 2-1-04, 2-1-08, 2-1-09, 2-1-11, 2-1-13, 2-1-14, 2-1-15, 2-1-16

Mathematics: [www.edu.gov.mb.ca/k12/cur/essentials/docs/glance\\_kto9\\_math.pdf](http://www.edu.gov.mb.ca/k12/cur/essentials/docs/glance_kto9_math.pdf)

2.SS.4, 2.SS.5, 2.SS.6, 2.SS.7, 2.SS.8, 2.SS.9

## 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: Patti Beaudin and Denise Smith

## LEARNING EXPERIENCES AND ASSESSMENT

### Questions:

**Why do builders and designers use measurement?**

**How do we describe 2D and 3D shapes?**

**How do animals grow and change?**

**What do animals need to grow and change?**

Teacher's instructions:

### Introduction:

To launch this unit, read *Can I Be Your Dog?* By Troy Cummings or view video of text.

<https://www.youtube.com/watch?v=an4jAifJKe4>

Explain to the students that we will be learning about how animals grow and change and what they need to do this. They will use this knowledge to design a living space for a pet and will write a letter to an animal inviting them to be their pet.

An optional Thought Book has been included. If you decide to use this, share with your students that this can be used for jotting down ideas to the questions in the THINK sections and before they start the DO portion of the tasks. Students can be encouraged to return to these questions after completing the task to add to their initial ideas.

### Learning Experiences:

Students would be expected to complete as many tasks as possible. Students would not be penalized if they don't complete all of the tasks. Students need to demonstrate their understanding of the concepts and may be able to do this without necessarily completing all tasks. Students could suggest alternate assignments if desired. These activities can be done in any order and not all activities take the same amount of time. 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.

You may need to provide some mini lessons based on feedback from check-ins with students. For example, 2D and 3D shapes, medicine wheel, etc.

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.

If possible, during synchronous sessions with the whole class or small groups you should have students share their learning on the various learning experiences. 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.

### **How to Use the Assessment Rubric**

1. 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.
2. 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 Will You Be My Pet Student Copy PowerPoint

## **APPENDIX (PRINTABLE SUPPORT MATERIALS INCLUDING ASSESSMENT)**

Powerpoint: Student Booklet, Thought Book

## Will You Be My Pet? Assessment Rubric

	Essential Understanding	Limited	Basic	Good	Very Good to Excellent
Mathematics Knowledge & Understanding	Measurement is used to solve problems.	Recalls units of measurement	Describes how to measure.	Uses measurement.	Develops a solution to a problem using measurement.
	2D and 3D shapes have specific characteristics	Names 2D and 3D shapes.	Describes 2D and 3D shapes.	Compares and contrasts 2D and 3D shapes.	Constructs using 2D and 3D shapes.
Mathematics Problem Solving	Knowledge, skills & understandings can be used to solve problems.	Identifies measurements needed to solve problems.	Uses measurements to solve problems.	Justifies the choice of measurements to solve problems.	Designs and creates a solution to a problem using measurement.
Science Knowledge & Understanding	Animals grow and change in predictable patterns from birth until adulthood.	Names some stages of growth.	Labels the stages of growth of various animals.	Describes the stages of growth of various animals.	Compares the growth and changes of humans to other animals.
	Animals need to have certain conditions to grow and change.	Identifies the needs of animals to grow and change.	Describes the different conditions needed to support growth and change of various animals.	Chooses conditions needed to support the healthy development of an animal.	Creates a plan to support the healthy development of an animal.
Science Design Process and Problem Solving	Scientific knowledge can be used to solve practical problems.	Identifies knowledge about growth and change of animals that is needed to solve a design problem.	Selects features of a design using knowledge about how animals grow and change.	Recommends features of a design based on knowledge about how animals grow and change.	Integrates features in design that supports the healthy development of an animal.