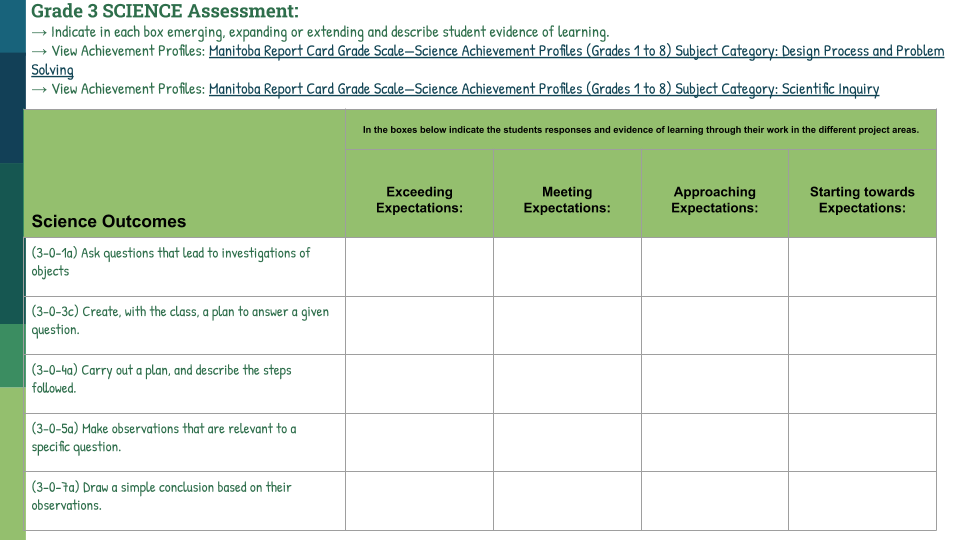
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| Instructions for Using Remote Learning Projects |
| These materials were developed with the intention of easing the transition between in-class and temporary remote learning. Learning experiences are aligned with curricular outcomes and assessment 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)) |

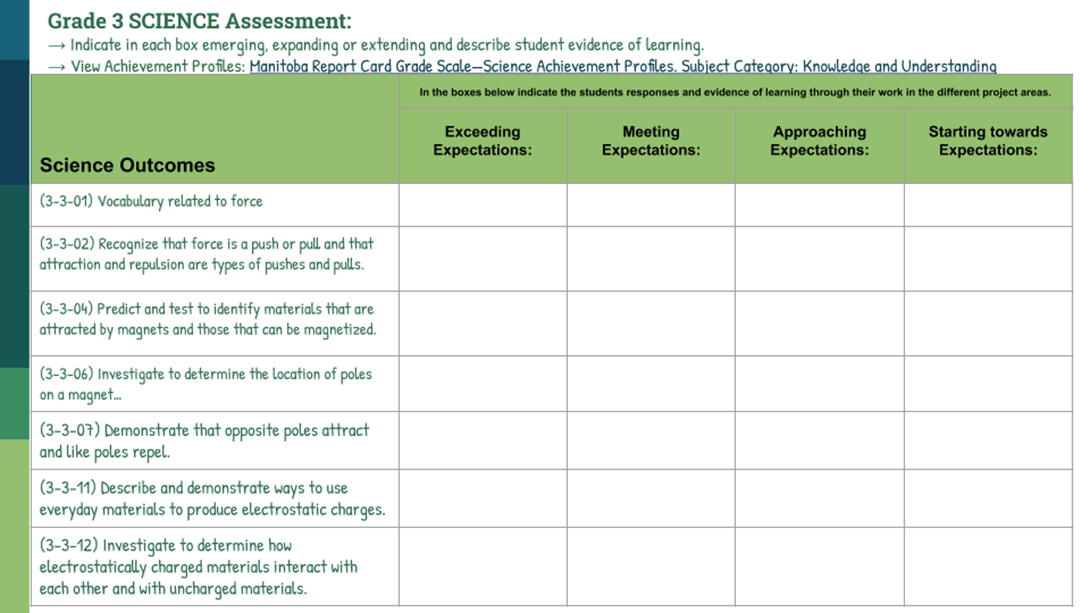
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| PROJECT OVERVIEW | |
| Grade: | 3 |
| Main Subject: | Science |
| Big Idea: | Exploring Magnets and Static Electricity (Objects that Attract and Repel) |
| Title: | What Objects “Like” and “Don’t Like” Each Other? |
| Cluster: | Forces That Attract or Repel |
| Duration: | Approximately 1-2 weeks |
| Materials: | * Student Slides (digital or printed copy) * (Google Slides available here: [What Objects "Like" and "Don't Like" Each Other?](https://docs.google.com/presentation/d/1BYs8zPJrj-XDD1_bKCNmcNk1O58cWCRa_T8P83obBIQ/copy)) * Magnets/Static Electricity research books (students without online access) * Science Experiments:   + Toy cars (2 per student)   + Bar Magnets (2 per student)   + Masking Tape   + Magnets (different shapes and sizes)   + Balloons (3 per student)   + Stopwatch (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 magnets and static electricity. Through investigation students learn about objects that attract or repel one another as well as they learn to follow the scientific inquiry cycle and design process. There is 1 mini lesson on magnets, 2 magnetic tasks, 1 mini lesson on static electricity, 1 static electricity task and 1 final experiment of the student’s choice to apply all they have learned. |
| Learning Outcomes | |
| Science: [www.edu.gov.mb.ca/k12/cur/science/scicurr.html](http://www.edu.gov.mb.ca/k12/cur/science/scicurr.htm)  3-0-1, 3-0-3, 3-3-4, 3-3-5, 3-3-7, 3-3-1, 3-3-2, 3-3-4, 3-3-6, 3-3-7, 3-3-11, 3-3-12  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)  3.SS.2, 3.SS.3 | |

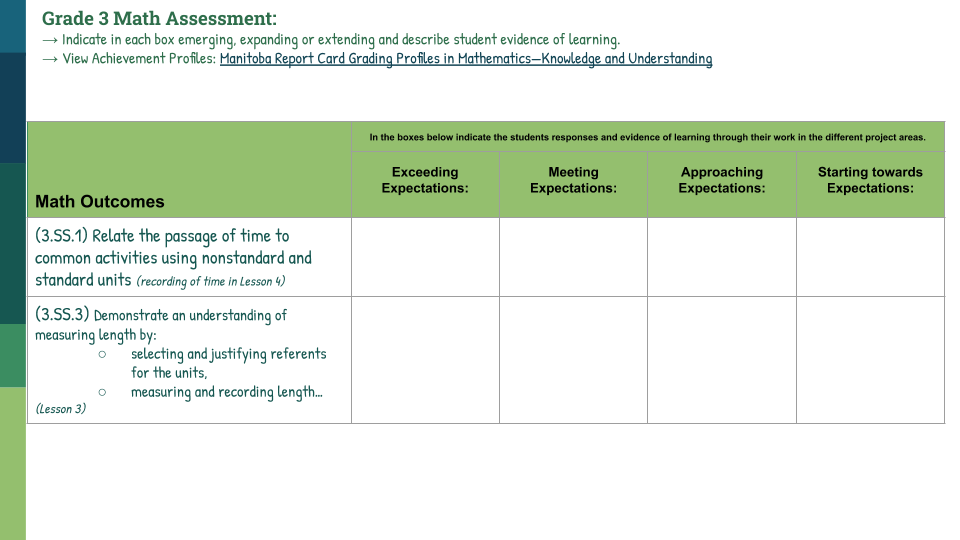
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| Assessment | | | | | | | | | | | | | |
| LANGUAGE ARTS | | | | | MATHEMATICS | | | SCIENCE | | | SOCIAL STUDIES | | |
| COMP.  Listening &  Viewing | COMP.  Reading | COMM. Speaking & Represent. | COMM. Writing | Critical Thinking | Knowledge  and  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 |  |  |  |

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| Original concept created by: | Jocelynn Foxon |

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| Learning Experiences and Assessment |
| Questions: What is a magnet? What is magnetism?  What is static electricity? How does static electricity form? |
| 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.   + 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: Look through the lesson slides or sheets * Step 2: Complete each lesson task in order. 1-4   Step 3: Complete the final assignment. Follow each step carefully. |
| APPENDIX (Printable Support Materials Including Assessment) |
| Grade 3: What Objects “Like” and “Don’t Like” Each Other? PowerPoint Grade 3: Appendix A: What Objects “Like” and “Don’t Like” Each Other? Rubric |

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