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 (<u>www.edu.gov.mb.ca/k12/mylearning</u>)
 - My Child in School (<u>www.edu.gov.mb.ca/k12/mychild/index.html</u>)

PROJECT OVERVI	EW							
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: <u>What Objects "Like" and "Don't Like"</u> <u>Each Other?</u>) 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

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: <u>www.edu.gov.mb.ca/k12/cur/essentials/docs/glance_kto9_math.pdf</u> 3.SS.2, 3.SS.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
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Original concept created by: _____ Jocelynn Foxon

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.

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

Grade 3 SCIENCE Assessment:

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

→ View Achievement Profiles: Manitoba Report Card Grade Scale—Science Achievement Profiles (Grades 1 to 8) Subject Category: Design Process and Problem Solving

-> View Achievement Profiles: Manitoba Report Card Grade Scale-Science Achievement Profiles (Grades 1 to 8) Subject Category: Scientific Inquiry

	In the boxes below indicate the students responses and evidence of learning through their work in the different project areas.						
Science Outcomes	Exceeding Expectations:	Meeting Expectations:	Approaching Expectations:	Starting towards Expectations:			
(3-0-1a) Ask questions that lead to investigations of objects							
(3-0-3c) Create, with the class, a plan to answer a given question.							
(3-0-4a) Carry out a plan, and describe the steps followed.							
(3-0-5a) Make observations that are relevant to a specific question.							
(3-0-7a) Draw a simple conclusion based on their observations.							

Grade 3 SCIENCE Assessment:

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

-> View Achievement Profiles: Manitoba Report Card Grade Scale-Science Achievement Profiles. Subject Category: Knowledge and Understanding

In the boxes below indicate the students responses and evidence of learning through their work in the different project areas.

Science Outcomes	Exceeding Expectations:	Meeting Expectations:	Approaching Expectations:	Starting towards Expectations:
(3-3-01) Vocabulary related to force				
(3-3-02) Recognize that force is a push or pull and that attraction and repulsion are types of pushes and pulls.				
(3-3-04) Predict and test to identify materials that are attracted by magnets and those that can be magnetized.				
(3-3-06) Investigate to determine the location of poles on a magnet				
(3-3-07) Demonstrate that opposite poles attract and like poles repel.				
(3-3-11) Describe and demonstrate ways to use everyday materials to produce electrostatic charges.				
(3-3-12) Investigate to determine how electrostatically charged materials interact with each other and with uncharged materials.				

Grade 3 Math Assessment:

→ Indicate in each box emerging, expanding or extending and describe student evidence of learning.
→ View Achievement Profiles: <u>Manitoba Report Card Grading Profiles in Mathematics</u>—Knowledge and Understanding

	In the boxes below indicate the students responses and evidence of learning through their work in the different project areas.						
Math Outcomes	Exceeding Expectations:	Meeting Expectations:	Approaching Expectations:	Starting towards Expectations:			
(3.SS.1) Relate the passage of time to common activities using nonstandard and standard units (recording of time in Lesson 4)							
(3.SS.3) Demonstrate an understanding of measuring length by:							