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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. The 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: | 4 |
| Main Subject: | Science |
| Big Idea: | The effects on habitats to living things within that habitat. |
| Title: | HABITATS AND COMMUNITIES |
| Cluster: | Habitats and Communities |
| Duration: | 3+ weeks |
| Materials: | Student slides (digital or printed copy); Google Slides found here:  [Grade 4—Habitat Changes](https://docs.google.com/presentation/d/1sC1WbjaAhumDjQ_O_7DKDF0BvN1vDETfQ8INIQU2H3k/copy)  Animal/habitat research books (students without online access)  Diorama materials (can be collected by student or provided by teacher): small box (shoe box size); construction paper; glue; clay or playdough; paint; markers; recyclables—toilet paper rolls, plastic containers, etc.; scissors; toy animals (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 living things and the habitats and environments they live in. Students review natural and man-made changes that can affect the well-being and sustainability of a particular animal. Students demonstrate their learning through writing and artistic creation. |

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| LeaRNING OUTCOMES |
| Science: [www.edu.gov.mb.ca/k12/cur/science/scicurr.html](http://www.edu.gov.mb.ca/k12/cur/science/scicurr.htm) 4-1-12, 4-1-13, 4-4-14  English Language Arts: [www.edu.gov.mb.ca/k12/cur/ela/index.html](http://www.edu.gov.mb.ca/k12/cur/ela/index.html) Language as: Power and Agency, Exploration and Design, Sense Making, System |

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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 |  |  |  | X |  | X |  |  |  |

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| Original concept created by: Karen Carmichael, Chris Hunt, Shannon Keeley, and Amberley Scott\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Adapted by: Jocelynn Foxon \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| Learning Experiences and Assessment |
| Questions: How do changes to the habitat affect the animals who live there? |
| 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. |
| * One copy per student   + There is a fillable assessment tool at the end this document as well as at the end of each slide/PPT.   + Teachers can fill in the table directly on each student's slide/PPT. Then download the filled in assessment tool to a JPEG or PDF and save a copy for each student in their individual files.   OR   * + Select the slide or the table on the slide and copy and paste into a word document or a new slide to keep a copy for each student separate from their project slides/PPT. Fill in the table as you work with the student through observation, conversation and/or product * Indicate in each box the student’s actual learning and what they do in each lesson that demonstrates understanding. Include where the student is at and what they need to do to reach the next learning goal. * Collect evidence of students’ growth and changes in their thinking.   Step-by-step instructions for students:   * Step 1: Select and complete the KWL (Know, Wonder, Learned) slide/sheet * Step 2: Watch videos on habitats and complete the “I Notice; I Wonder” slide/sheet * Step 3: Choose 1 out of the 5 lesson tasks to work through on a daily basis until all 5 are completed * Step 4: research and complete report writing organizer. Write a report. Edit and revise your report and submit to the teacher * Step 5: Complete diorama. Document creative process. Submit to the teacher. |

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| APPENDIX (Printable Support Materials Including Assessment) |
| Grade 4: Habitats and Communities.pptx Grade 4: English Language Arts Assessment Tool: Evidence of Student LearningGrade 4: Science Assessment Tool: Evidence of Student Learning |

**Grade 4 English Language Arts Assessment Tool: Evidence of Student Learning**

The following chart is one way to record your body of evidence of student learning. It is important to consider the identified grade band descriptors in relation to the practices and elements as you look through the body of evidence. You are describing the extent to which students enacted the descriptors. Transfer this information into the appropriate reporting categories.

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| **Evidence of Learning in English Language Arts:**  <https://app.mapleforem.ca/en/groups/229/wiki/pages/1622#3to5overview> | | **Interrelated Dimensions of Learning Growth (IDOL-G):** <https://app.mapleforem.ca/en/groups/229/wiki/pages/2205> | | | |
| **Independence:**  Emerging  Expanding  Extending | **Depth:**  Emerging  Expanding  Extending | **Breadth:**  Emerging  Expanding  Extending | **Transformation:**  Emerging  Expanding  Extending |
| *4 ELA Practices & Elements* | *Grade Band Descriptors Identified* |
| **Power Agency**   * Recognize and analyze inequities, viewpoints, and bias in texts and ideas * Investigate complex moral and ethical issues * Contemplate the actions that can be taken, consider alternative viewpoints, and contribute other perspectives | Learners are recognizing the need for validity and reliability. | Example: Expanding:  Student describes the impacts of natural and human changes on living things and suggest reasonable changes that can be made. |  |  |  |
| **Exploration and Design**   * Research and study topics and ideas * Interpret and integrate information and ideas from multiple texts and sources * Manage information and ideas * Invent, take risks, and reflect to create possibilities | Learners are using strategies, resources, and sources to explore ideas and deepen and extend thinking. |  |  |  |  |
| **Sense Making**   * Access, use, build, and refine schema * Select from and use a variety of strategies * Be aware of and articulate the ways that one engages with text. | Learners are reflecting on and using what they know about texts and themselves to make purposeful and personal decisions. |  |  |  |  |
| **System**   * Recognize, apply, and adapt rules and conventions * Identify, analyze, and apply understandings of whole-part-whole relationships | Learners are using classroom resources and what they know about spelling, grammar, capitalization, and punctuation to understand and compose texts. |  |  |  |  |

**Grade 4 Science Assessment Tool: Evidence of Student Learning**

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| View Achievement Profiles: [Manitoba Report Card Grade Scale—Science Achievement Profiles (Grades 1 to 8) Subject Category: Knowledge and Understanding](https://www.edu.gov.mb.ca/k12/assess/report_cards/grading/docs/sci_knowledge_understanding.pdf)  **Science Outcomes:** | **In the boxes below indicate the students responses and evidence of learning through their work in the project as well as the report and diorama** | | | |
| **Limited (1):**  Requires considerable ongoing teacher support to   * explain concepts related to a topic of study. * make connections between science concepts and real world contexts * describe thinking and reasoning using science vocabulary | **Basic (2):**  Requires occasional teacher or peer support to:   * explain concepts related to a topic of study. * make connections between science concepts and real world contexts * describe thinking and reasoning using science vocabulary | **Good (3):**   * Explains concepts related to a topic of study * Makes connections between science concepts and real-world applications. * Requires occasional prompting to describe thinking and reasoning using science vocabulary | **Very Good to Excellent (4):**   * Explains concepts related to a topic of study accurately, clearly, and flexibly. * Logically and creatively makes connections between science concepts and real-world applications. * Explains thinking and reasoning clearly using appropriate science vocabulary. |
| (4-1-12)—Use the design process to construct a model of a local or regional habitat and its associated populations of plants and animals (See notes on report as well as process for creating diorama) |  |  |  |  |
| (4-1-13)—Predict, based on their investigations, how the removal of a plant or animal population may affect the rest of the community. (See, initial and final thinking, food chains, page 4 of their report (research and written) and final diorama project) |  |  |  |  |
| (4-1-14)—Investigate natural and human-caused changes to habitats, and identify resulting effects on plant and animal populations. (See, initial and final thinking, food chains, page 4 of their report (research and written) and final diorama project) |  |  |  |  |