# 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 (<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 OVERVIEW					
Grade :	2				
Main Subject :	Science				
Big Idea :	Water Conservation				
Title :	WE ARE WATER PROTECTORS				
Cluster :	Air and Water in the Environment				
Duration : 2 weeks					
Materials :	Drawing supplies (pencil, paper, crayons or markers), 1L container, stopwatch or clock with second hand, craft tools (e.g. glue, scissors, tape, hot glue gun)				
Short description :	This learning experience is about water conservation, the impacts of our usage of water as well as the effect of humans on the quality of water. This experience can be completed asynchronously but would benefit from some synchronous instruction and opportunities for students to share their learning and thinking. Cross-curricular connections include collecting and organizing data, measuring volume, using texts to learn about the environment, and language to express ideas.				

### LEARNING OUTCOMES

Science: <u>www.edu.gov.mb.ca/k12/cur/science/scicurr.html</u> 2-4-01, 2-4-09, 2-4-10, 2-4-11, 2-4-12, 2-4-13, 2-4-14

Mathematics: <u>www.edu.gov.mb.ca/k12/cur/essentials/docs/glance\_kto9\_math.pdf</u> 2.SP.1, 2.SP.2

ELA: www.edu.gov.mb.ca/k12/cur/ela/index.html

Language as Sense Making, Language as Exploration and Design, Language as Power and Agency Lens: Environmental and Technological

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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## LEARNING EXPERIENCES AND ASSESSMENT

### Question:

Why is water important to humans and all living things? How do we protect our water? What does it mean when you make a promise or a pledge?

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.

Depending on your students' prior knowledge you may need to consider some mini-lessons to collect data using tallies, creating pictograph, etc.

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.

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

- 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 We are Water Protectors PowerPoint

# APPENDIX (PRINTABLE SUPPORT MATERIALS INCLUDING ASSESSMENT)

	Essential Understanding	Limited	Basic	Good	Very Good to Excellent
Science Knowledge & Understanding	Clean water is necessary for humans, plants, and animals to survive.	Identifies some uses of water.	Describes uses of water by humans, plants, and animals.	Analyzes how and why water is necessary for human, plant, and animal survival.	Predicts the impact of a lack of water for life on Earth.
	Our actions have an impact on the quality of water	Identifies sources of water.	Explains how substances can pollute water and ways that water is wasted.	Analyzes personal water usage.	Develops a plan to reduce water usage and/or pollution.
Mathematics Knowledge & Understanding	Data is gathered and organized in order to answer questionsRecognizes to one-to-one corresponde of tally chart		Relates tally chart data to pictorial representations on graphs.	Constructs concrete/pictogr aphs from tally chart data.	Interprets information from concrete/pictogra phs.
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.
ELA – Comprehension: Listening & Viewing	Texts connect us to ourselves, our families, and our environments.	Recognizes that personal experience and knowledge can help one connect to texts to make meaning.	Understands how to use personal experience and knowledge to connect to texts to make meaning.	Analyzes how personal experience and knowledge, can help or hinder the ability to connect to texts to make meaning.	Uses personal experience and knowledge to critically analyze and connect to texts to make meaning.
ELA – Communication: Writing	Language is used to express experiences, opinions, and ideas.	Identifies experiences, opinion, and ideas expressed in text.	Uses language to express experiences, opinion, and ideas.	Chooses language to influence others when expressing experiences, opinions, and ideas.	Analyzes the choice of language used to influence others when expressing experiences, opinions, and ideas.