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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: | 1 |
| Main Subject: | Science |
| Big Idea: | How our senses help us |
| Title: | WHAT IF YOU HAD...? |
| Cluster: | The Senses |
| Duration: | 2 weeks |
| Materials: | Large paper, crayons/pencil crayons/markers, masking tape/rope/string |
| Short Description: | An asynchronous unit that can be supplemented with synchronous instruction to support sharing of learning and development of the mathematics concepts. |

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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)  1-2-01, 1-2-02, 1-2-04, 1-2-05, 1-2-09, 1-2-10, 1-2-12, 1-2-13, 1-2-14, 1-2-15  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)  1.PR.1, 1.PR.2, 1.N.9, 1.N.10  ELA: [www.edu.gov.mb.ca/k12/cur/ela/index.html](http://www.edu.gov.mb.ca/k12/cur/ela/index.html)  Language as Sense Making, Language as 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 |  |  |  |  |  |

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| Original concept created by: | Denise Smith |

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| Learning Experiences and Assessment |
| Questions:  How do our senses help us and how do we take care of our senses?  How can mathematical relationships be described?  How can texts be categorized?  How do authors provide details in their texts? |
| 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 with 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.  In addition, you may need to consider some mini-lessons to support student development of writing skills, subtraction strategies, etc. depending on the needs of your students. It might be helpful to show students examples of the options (poster, picture, info graphic) before they begin the two final projects.  Students would be expected to complete all tasks; however, students should 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. 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 projects, 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 “What if you had…?” Student Workbook PowerPoint |
| APPENDIX (Printable Support Materials Including Assessment) |

**Assessment Rubric**

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|  | **Essential Understanding** | **Limited** | **Basic** | | **Good** | | | **Very Good to Excellent** |
| **Science – Knowledge & Understanding** | **Senses help us gather information about the world around us to meet our needs and they require special care.** | Names our senses. | | Associates the senses with the appropriate body parts. | | Shows how the sense help us meet our needs. | Explains ways to take care of each sense. | |
| **Mathematics – Knowledge & Understanding** | **Patterns can be represented in a variety of ways to solve problems.** | Identifies a pattern in a given context. | | Describes patterns in a variety of contexts. | | Uses a pattern to solve a problem for a context. | Predicts future elements in a pattern using relationships in the pattern. | |
| **Mathematics – Mental Math & Estimation** | **Strategies for subtracting vary depending on the context and numbers involved.** | Acts out subtraction contexts by counting. | | Copies a variety of subtraction strategies. | | Applies a variety of subtraction strategies. | Justifies the selection of a subtraction strategy based on the context and numbers involved. | |
| **ELA – Comprehension: Reading** | **Some types of texts can help us learn about the world around us.** | Identifies factual texts. | | Compares facts and fiction texts. | | Categorizes text as fact or fiction. | Constructions knowledge from factual texts. | |
| **ELA – Communication: Writing** | **Writers use interesting words to describe objects and actions.** | Lists words that describe objects and actions. | | Relates interesting words to objects and actions. | | Experiments with interesting words to describe objects and actions. | Integrates interesting words to describe objects and actions. | |