

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

PROJECT OVERVIEW

Grade:	Grade 4, Grade 5, Grade 6, Grade 7, Grade 8
Main Subject:	Mathematics
Big Idea:	Fostering the development of a positive mathematical mindset is essential to student's mathematical identity in which they believe all learners can excel in mathematics at a high level.
Title:	HOW DO YOU GROW A POSITIVE MINDSET?
Strand:	Number, Pattern and Relations, Shape and Space
Duration:	2–3 weeks
Materials:	Internet Accessible Device (if available), paper, pencil, non-permanent surface (personal white board), and dry erase markers
Short Description:	These are non-curricular specific tasks (they cover a range of topics and grade levels and can be adjusted as needed by the classroom teacher). They are intended to engage students in mathematical thinking for the purpose of gaining insight into their own mathematical mindset. Although no assessment tools are included for these tasks, there is opportunity for teachers to gather evidence of student learning in all three subject-area categories (i.e. knowledge and understanding, mental math and estimation, and problem solving).

LEARNING OUTCOMES

Mathematics: www.edu.gov.mb.ca/k12/cur/essentials/docs/glance_kto9_math.pdf

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*						

* Included tasks have aspects of knowledge and understanding, mental math and estimation, and problem solving. Although no assessment tools are included with this learning experience, teachers are encouraged to gather and record evidence of student learning in all three of these categories.

Original concept created by: T. Scott Dempster, Heather Jones, Lisa Page, Dayna Quinn-LaFleche

LEARNING EXPERIENCES AND ASSESSMENT

Question: How can we use measurement to understand and describe our world?

Teacher's instructions:

This collection of tasks is designed around the concept of Growth Mindset. Each section represents independent sets of three-part learning experiences that could function effectively as 1–2-hour sessions with a combination of synchronous and asynchronous parts, some of which are easily adaptable either way depending on your situation and access to technology and connectivity.

FOR SYNCHRONOUS LEARNING, THE SLIDEDeck SHOULD BE IN EDIT MODE.

Each section has been divided into three main parts. Each part provides various ways of engaging with the concept:

1. **What Is It? And Do I Have It?:** Students begin by assessing their current state and exploring each of the characteristics of mindset.
2. **Challenges:** This section provides students with choice of task and is designed to challenge their identity related to the characteristic being explored. Teachers/students can choose to complete one or more of these challenges while they explore the mindset characteristic. These activities can be completed either individually or with students working in pairs or small groups. If your platform allows for breakout rooms, this feature is good tool that will facilitate student collaboration and discourse.
3. **Reflect:** Students will have the opportunity to reflect on the growth of the mindset characteristic relating to their previous identification at the beginning of the learning experience. Students are asked to reflect as well as plan for improvement to reinforce fostering a growth mindset.

Step-by-step instructions for students:

These will need to be provided by the teacher in terms of what parts will be student-led and those that will be teacher-led. More detailed instructions for each learning experience are included in the NOTES section under each slide.

APPENDIX (PRINTABLE SUPPORT MATERIALS INCLUDING ASSESSMENT)

Grade 4: Appendix A: Mindset Inquiry Project.pptx