

Part 2: Designing the Instruction- Case Study- Tianna

EPSE 565i

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## Year Plan

	<b>Term 1 (Sept-Dec)</b>	<b>Term 2 (Jan-Mar)</b>	<b>Term 3 (Apr-June)</b>
Theme	<b>Healthy Communities in BC</b>	<b>Weather &amp; Seasonal Changes</b>	<b>Roles &amp; Responsibilities</b>
Science	Living things: Plants & Animals	Local Weather Patterns	Properties of Matter Light & Sound
Social Studies	Healthy Communities: Diversity	Interactions in the local environment	Roles & Responsibilities
Language Arts/ Literacy	Integrated all year long: cross curricular theme projects Literacy centers, story workshop, writer's workshop		
Numeracy	Integrated all year long (refer to numeracy chart)		
Arts	Integrated all year long: cross-curricular theme projects		
Health & Physical Education	Integrated all year long		
Careers & ADST	Integrated all year long: cross-curricular theme projects		

## Rationale

### *Science & Social Studies*

From the Big Ideas, we created three main theme for each term. For term 1, we combined the Science Big Ideas 'living things have features and behaviours that help them survive in their environment' with 'healthy communities recognize and respect the diversity of individuals and care for the local environment.' The overarching theme is Healthy Communities in BC. We wanted to begin the school year with a positive message, 'what does a healthy lifestyle look like?' and 'how does our local community affect our healthy living?'. Promoting a positive self identify and a community connection to the local environment, as this is an area of concern for a few members of the class community. Through this term, the students will learn about local plants and animals, and how each living things have adapted to the changing environment. We hope that by beginning the year discussing healthy options available in our local community and how to look after ourselves, we will be able to maintain the positivity and mutual support throughout the year. Also, by building a strong relationship with the bio-region that surrounds us, we can better understand our role within it. The focus on respecting the diversity of individuals will also tie in nicely to our Respecting Diversity program to allow students to appreciate their different strengths. Bringing the classroom outside is also a major component of our learning. Incorporating nature walks and experimenting with authentic materials would reinforce the healthy learning opportunities.

In term 2, we combined ‘observable patterns and cycles occur in the local sky and landscape’ and ‘we shape the local environment, and the local environment shapes who we are and how we live.’ The overarching theme of this combination is Weather and Seasonal Changes. We will work together to investigate how the weather and the environment has shaped BC and how it affects our daily decisions that we make. This theme was also purposely planned for term 2, as during January to March, BC endures the most precipitation allowing the students to authentically experience and observe how the changes in our weather and how it can affect the environment and us. Outdoor learning would continue to give the students authentic learning experience to our land, linking to the First Peoples Principles of Learning, “Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors”.

In term 3, we combined two Science Big Ideas; ‘matter is useful because of its properties’ and ‘light and sound can be produced and their properties can be changed’ with the Social Studies big idea of ‘our rights, roles, and responsibilities are important for building strong communities’. The theme for term 3 would be Roles and Responsibilities’, continuing to reinforce social responsibility and what are our individual roles to support a respectful community. This is a great connection to the First Peoples Principles of Learning, as ‘learning involves generational roles and responsibilities’. A learning opportunity to understand how local First Nations groups establishes such a strong sense of community with only natural local resources. How has this changed and what are the effects on the current community? With the convenience of seasonal characteristic from April to June (e.g. more light), students can authentically consider how the properties of matter, light and sound affect our classroom community and beyond. With the changes in the seasons, the students would also be able to link their learning from term 1 and 2, and apply it to extending their learning.

### *Literacy*

Literacy is woven into all activities and units throughout the year. Through weaving literacy across the curriculum we are providing opportunities for students to develop higher order learning through making connections between the units as well as providing another opportunity to be accessible for all the diverse learners within our classroom. The literacy activities would be aligned with the term themes. Students would be engaging in story workshop and writer’s workshop, learning to elaborate their stories through play. The students can adapt their learning from Science, Social Studies and Math, and carry it over to their stories and writing. Our rationale is for the students to learn through play, giving them the opportunity to embrace their ideas and foster creativity with language. Hence, our literacy program is primarily small group or individual projects based. Activities such as Story workshop, Writer’s Workshop and Literacy Centre would allow the fluidity of interest and provide the students the opportunity to access their learning at their own pace, as well as achieving at the ‘just-right’ level. For example, during literacy centres, if a child is engaged with the sight-word dominoes, he or she is very welcome to stay there as long as he or she wants. Through the activities, the students are working on developing their listening, speaking, reading, and writing language skills.

In term 1, the theme is “Healthy Communities in BC” and through the use of language we are providing the opportunity to explore this idea more in-depth by encouraging students to explore their own stories as an individual and how that relates to the idea of being apart of a healthy community. As it is the beginning of the year it is important for students to gain

confidence in using language in hopes of becoming more creative and taking risks in learning more through language as they enter term 2. As literacy is so fluid and can be easily weaved throughout the entire year and curriculum, students will be encouraged to use literacy throughout the year on a consistent basis. This will continue through as a great basis for looking at how sharing our stories and communicating with others would link well with social responsibility in term 3.

### *Arts Education*

There were four big ideas under Arts Education. In term 1, we linked the big thinking with Life Science; “people connect to others and share ideas through the arts” and “people create art to express who they are as individuals and community”. It bridges well with the overall theme of life science and building self-identity in our local community. To extend our thinking we can associate our relationships with the environment and how our living influences on the current environment and vice versa. Students will use stories, texts, pictures and ideas to make connections with the people and world around us to express their artistry.

Under Earth Science, the Arts Education Big Idea is “dance, drama, music, and visual arts express meaning in unique ways”, because it welcomes the concept of change and varied interpretation we each as individuals or as a community may encounter. How we express ourselves, then impacts those around us, whether it be environment or people, which leads to change/evolution in a sense, connecting with the earth science theme “*change*”.

The final Big Idea in Arts Education, “engagement in the arts creates opportunities for inquiry through purposeful play” is in the Physical Science theme, which focuses on Roles & Responsibilities. Students continue to explore and generate new ideas through purposeful play, allowing them to continue questioning and inquiring their learning. In a safe learning environment, students are encouraged to share their artwork as well as practicing their competency skills.

### *Numeracy*

We identified the essential understandings within each numeracy Big Idea. We considered how to break these up and link them to the topics so that over the year the class would have opportunities to practically use all of the skills and learning from the Big Ideas in real-world contexts. To display this clearly we have created the table below. As our class is Grade 1, much of this learning and application will be through play settings, outdoor learning, guided math and during our MI centres. For example, we may set up a play shop in our classroom as part of our Healthy Communities topic, where children will have chances to buy, sell and trade goods. This can lead to teachable moments, where we can facilitate discussion around our wants and needs as well as the role money plays in our community. A numeracy chart broken down into the three terms and required objectives below.

	<b>Healthy Communities in BC</b>	<b>Weather &amp; Seasonal Changes</b>	<b>Roles &amp; Responsibilities</b>
Numbers	<ul style="list-style-type: none"> <li>Counting on and back</li> <li>Comparing and ordering numbers</li> <li>First Peoples counting methods</li> </ul>	<ul style="list-style-type: none"> <li>Counting on and back</li> <li>Skip counting 2 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Ways to make/break 10</li> <li>Base 10</li> </ul>
Addition & Subtraction	<ul style="list-style-type: none"> <li>Using concrete materials</li> <li>Mental counting strategies</li> </ul>	<ul style="list-style-type: none"> <li>Mental counting strategies</li> <li>Relationship between addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Decomposing 20</li> <li>Number Talks</li> </ul>
Patterns	<ul style="list-style-type: none"> <li>Sorting rules</li> </ul>	<ul style="list-style-type: none"> <li>Predicting repeating patterns</li> <li>Numerical patterns</li> </ul>	<ul style="list-style-type: none"> <li>Equality and inequality</li> </ul>
Objects & Shapes	<ul style="list-style-type: none"> <li>Measure</li> <li>Shapes in the environment</li> </ul>	<ul style="list-style-type: none"> <li>Shapes in the environment</li> <li>Positional language</li> </ul>	<ul style="list-style-type: none"> <li>Measure</li> <li>2D and 3D shapes</li> <li>Making shapes</li> </ul>
Graphs	<ul style="list-style-type: none"> <li>Create and compare graphs</li> </ul>	<ul style="list-style-type: none"> <li>Language of probability</li> <li>Cycles</li> </ul>	<ul style="list-style-type: none"> <li>Create, describe and compare graphs</li> <li>Language of probability</li> </ul>
Financial Literacy	<ul style="list-style-type: none"> <li>Wants and Needs (role play)</li> <li>Trade games</li> </ul>	<ul style="list-style-type: none"> <li>Counting multiples</li> </ul>	<ul style="list-style-type: none"> <li>Values of coins</li> <li>Wants and Needs (role play)</li> </ul>

### *Physical and Health Education*

The focus areas in the curriculum of Physical and Health Education encompass three concepts: physical health, mental health and good health in general. The BC curriculum includes four big ideas. For physical health we have combined two big ideas, ‘daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living’ and ‘knowing about our bodies and making healthy choices helps us look after ourselves’. These two big ideas associate well with our Social Studies idea that “we shape the local environment, and the local environment shapes who we are and how we live”, as our behaviours and habits shape our bodies and physical health and vice versa. Hence, we can bring physical and health education outside, allowing authentic learning as we incorporate the local environment and resources to our learning. For example, nature walks, creating games with natural resources, and learning to adapt our games to the weather changes.

The third and fourth big ideas associate with the physical, emotional wellbeing and mental health. These big thinking includes learning to be safe, caring and fostering social connections, as “learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships”. This idea links very well with all our themes of encouraging positivity and social responsibility, especially supporting and aligning with the Respecting Diversity program and Zones of Regulation. Students are given the opportunity to apply their learning and be responsible for their own roles and actions. Taking ownership of their learning and making healthy choices.

### *Applied Design, Skills, and Technologies (ADST):*

For ADST from kindergarten through grade 3, the students are expected to develop all areas of the core competency in relation to the content from other areas of learning in a cross-curricular manner to cultivate foundational and growth mindsets. Through playful inquiry, the students explore the learning opportunities and formulate ideas to continue to invent. This fosters the curiosity in students, allowing them to take ownership of their learning and become self-regulated with their learning goals. As technologies are introduced, students are challenged to be a responsible citizen in using the tools and technologies appropriately to extend one’s capabilities. Through year-round, cross-circular multimodal ADST challenges, students are nurtured to become responsible global citizens, which adapt well to changes and persists with challenges to think deeper and explore further.

Through fun and enticing ADST challenges, students develop core and practical communicative skills when engaging in collaborative play. Over problems and conflicts, students are challenged to explore the problem and cooperatively find an agreeable solution in a peaceful and appropriate manner. Students are constantly generating new ideas to extend their thinking critically and creatively to further the learning opportunities. The students are constantly assessing their work, to improve the design, as well as how it may affect themselves, their friends and families, communities and the environment.

### *Careers Education:*

For Career Education from kindergarten through grade 5, students develop an understanding of self and the community. Through cross-curricular content, the students explore their personal interests and recognize their strengths, as well as an awareness of roles and responsibilities of themselves, family, school and the community. Creating a strong community connections and real-life experiential learning, the students are adopting the First People Principles of Learning as learning is reflective, holistic, and experiential. Most importantly, it is a children-centred and the students are encouraged to develop their talents and gifts.

Through experiential learning opportunities, students develop a passion for learning and the understanding that learning is a life journey. Through this learning journey, students make meaningful connections, for example, everyone makes mistakes, we learn to reflect on our mistakes and make appropriate choices for next time. We understand our limits and abilities and set achievable goals for future successes. This will help build the students' self confidence, respect for self and others, teamwork skills, and effective communication skills. Essentially, *“through these experiences, students make meaningful connections that will equip them with the competencies needed to participate and contribute to their communities and beyond”* (BC's New Curriculum).

## **Unit Plans**

### **Social Studies and Science**

#### **Essential Understandings**

1. Living things have features and behaviours that help them survive in their environment.
2. Healthy communities recognize and respect the diversity of individuals and care for the local environment.

#### **Essential Questions**

1. How do local plants and animals depend on their environment?
2. How do plants and animals use their features to respond to stimuli in their environments?
3. How do plants and animals adapt when their basic needs are not being met?
4. How does your personal well-being and community depend on the local environment?
5. What effects do the activities in your community have on us and the environment?
6. What is the most significant event in your local community's history?

#### **Inquiry Question**

Who am I? What makes a healthy community?

#### **Disciplines Involved**

Biologist, Sociologist, Meteorologist, Nutritionist, Dietician, Community Worker, Botanist

#### **Cumulative/Summative Assessment**

Assessment will be carried out regularly through formative assessments, observations and conferencing. Students will have opportunities to practice their understanding and apply them to new settings through our MI centres.

## Science & Social Studies Rubric

<i>Subject</i>	<i>Limited/Beginning</i>	<i>Basic/Approaching</i>	<i>Good/Fully Meeting</i>	<i>Thorough/Exceeding</i>
<b>Social Studies</b> Identity	Identify the connections that link the people and the local environment	I illustrate the symbiotic relationship between people and the local environment through examples.	Organize into categories the characteristics that frames the relationship between people and the local environment.	Argue how the people and the local environment shape each other negatively and positively.
Local Community	List our rights, roles, and responsibilities which are important for building strong communities.	Compare and contrast how our roles and responsibilities contribute to building strong communities.	Support with evidence how our rights, roles, and responsibilities play a part in building strong communities	Devise a charter of rights that takes into account the current circumstance of the local community that addresses present issues.
Diversity	Describe the characteristics of a healthy community where diversity for individuals and care for the local environment is considered.	Hypothesize the actions someone living in the community would take to contribute to creating a healthy and diverse environment.	Compare and contrast the characteristics of healthy communities around the world by explaining why those features work in those circumstances.	Design the “ideal” healthy community that incorporates various aspects taken from communities around the world.
<b>Combined/Cross-Curricular</b>	Summarize the features of a local community that includes local wildlife and environmental characteristics.	Integrate the features and dynamics necessary for survival in and for the local environment for and by individuals.	Evaluate the ecological and biological connections, consequences, and diversity of living things in the local environment	Assemble a past, present, and future collage that predicts the trajectory of the local community based on current impacts and issues.
<b>Science</b> Living things	Define the basic features all living things need to help them survive in their environment.	Demonstrate the symbiotic relation between living things and their environment.	Justify the impact of environmental factors that influence living things and vice versa.	Investigate the historical chronology & reasons of living things in the environment.
Local Environment	Describe the topography of the local environment.	Categorize the types of features in the local environment.	Critique the negative and positive factors that influence the local environment, ie: human footprint.	Construct a diorama that solves any current or potential issues that negatively affect the environment.



## Literacy

### Essential Understandings

1. Everyone has a unique story to share. Stories and other texts in combination with curiosity helps us learn about ourselves, our families and the world around us.
2. Playing with language helps us discover how language works. This can be a source of creativity and joy.
3. Through listening and speaking in combination with pictures and text, we connects with others and share our stories.

### Essential Questions

1. How do we share our stories?
2. What does your story look like?
3. What does your healthy community look like?
4. How does the main character affect the story?
5. What are the elements of a story?
6. How do we express our ideas? What format do we use to explore language?

### Inquiry Question

1. What is your story?

### Disciplines Involved

Teacher, Authors, Journalists, Editors

### Cumulative/Summative Assessment

Assessment will be carried out regularly through observations and conferencing. Students will have opportunities to practice their skills and apply them to new settings through our MI centres and through play-based learning opportunities.

### Literacy Rubric

<b>Literacy Big Idea</b> <i>What does your healthy story look like?</i>	Beginning	Approaching (Minimal Level)	Fully Meeting	Exceeding
	<i>Writing consists of a string of letters or dictated for someone else to write down. The student needs a great deal of support.</i>	<i>The writing is recognizable as conventional writing and conveys some ideas or information. The student often needs some help.</i>	<i>The writing is readable and makes sense. The student is able to write independently with occasional help.</i>	<i>The writing communicates ideas or information with some description and detail. The student is able to write independently.</i>
<b>Meaning (ideas and information, detail)</b>	-May be able to “read” own writing, but meaning changes each time	-Sentences or ideas may not be related -little development and few details	-Sentences or ideas are related -Some detail	-Some individuality -Develops a topic with supporting details

<b>Style (clarity and variety of language, description)</b>	-Simple word use	-Conversational -Repeats simple patterns	-Conventional, some simple description -Repeats simple patterns	-Some descriptive language -Takes risks to use new words or patterns.
<b>Form (follows models or examples)</b>	-Usually a drawing with a string of letters -One or two dictated sentences	-May be very brief -Drawing may provide most of the information	-Follows form modelled by teacher -Writing can stand alone	-Logically connected and sequenced -Writing can stand along
<b>Conventions (capitals and small letters, spelling, phonics, punctuations, spacing and legibility)</b>	-Strings of capital letters -Not yet able to use phonics -No punctuation -May be copied or dictated to another person	-Mostly capital letters -Some words spelled conventionally -Many words spelled phonetically -May experiment with punctuation -Parts are legible	-Both capitals and small letters -Many familiar words spelled conventionally -New or unfamiliar words spelled phonetically -Some punctuation -Legible	-Both capitals and small letters -Most familiar words spelled conventionally -Phonics and word patterns used to solve spelling problems -General written in sentences; uses punctuation -Legible
<b>Cross-Curricular Connections (Healthy Communities)</b>	-With support can provide some information about their story -May need to dictate to others to complete -Uses no language related to healthy communities independently	-With minimal support can provide some information about their story -Uses minimal language related to healthy communities	-Uses some pictures and words to tell their story -Uses some language related to healthy communities	-Use pictures and words to tell their story -Use language related to healthy communities

## Unit Plan: Numeracy

### Essential Understandings

1. Numbers help us communicate and solve problems.
2. Objects and shapes can be observed and measured in a variety of ways.
3. Information can be organised visually to help us understand and use it.
4. People need and want certain things, and often use trade to gain desired goods.

### Essential Questions

1. How do numbers help us in our daily lives and communication with others?
2. Why might it help us to look at graphs? (How are graphs important to our learning? What kind of information can we get from graphs?)
3. How do needs and wants shape our community?

## Disciplines Involved

Mathematician, Architect, Banker

## Cumulative/Summative Assessment

Assessment will be carried out regularly through observations and conferencing. Students will have opportunities to practice their skills and apply them to new settings through our MI centres and through play-based learning opportunities. We have decided not to assess Pattern this term on the rubric as their exposure to Pattern will not be through formal learning but through games and play materials.

## Numeracy Rubric

<i>Numeracy Big Idea</i>	<b>Beginning</b>	<b>Approaching</b>	<b>Fully Meeting</b>	<b>Exceeding</b>
<b>Numbers</b>	List times you use numbers in your everyday life.	Report on how many times you have used numbers to communicate in your day and discuss why this is important.	Demonstrate ways in which numbers help us communicate and have an impact in our community.	Compare and contrast how a different culture uses numbers in similar and different ways than we do.
<b>Addition &amp; Subtraction</b>	Identify materials that can be used to help you solve a number problem.	Choose a strategy to help you solve a number problem	Experiment with a range of strategies to help you solve number problems.	Evaluate the most effective strategies for solving number problems.
<b>Objects &amp; Shapes</b>	List possible non-standard units of measurement.	Discuss why we need to use units to measure.	Choose and use non-standard units to measure objects.	Design an area of space to fit certain objects using measurements.
<b>Graphs</b>	Discuss why we might use graphs. Identify some types of graphs.	Explain how information can be found from a graph. Identify information that could be displayed visually.	Compare graphs in order to extract useful information from them. Create graphs from information gathered.	Select the most appropriate way to display certain information visually and defend your decision.
<b>Financial Literacy</b>	Identify things we all need and want every day.	Dramatise a situation where someone has a need or want and how this can be dealt with.	Examine the needs and wants most prevalent in our community and evaluate the impact of these.	Design a trade game incorporating the needs and wants of our local community and incorporating goods of different values.

## Rationale

We will use a variety of formative assessments to evaluate students progress. In regards to summative assessments, most of the learning for the students will be experiential and play-based while working on learning skills. We do not want students to focus on having an “end

product” necessarily and more focus on the process of learning. By observing students daily and using more of a checklist system and conferencing often, we can ensure that students are being successful. By using our rubrics to guide our teaching and checking in on our students we are ensuring that we are meeting both their needs and the curriculum needs.

As numeracy and literacy are being integrated all year long, we chose to establish rubrics just for term 1 that involve what we will be assessing for these specific unit plans in term 1. Assessment will be carried out regularly through observations and conferencing. Students will have opportunities to practice their skills and apply them to new settings through our MI centres and through play-based learning opportunities. In the numeracy rubric, we have decided not to assess patterns this term on the rubric as their exposure to pattern will not be through formal learning but through games and play materials.

### Activities in Unit Plans- Multiple Intelligences Centres

<p><b>Intra-personal:</b> Whole Class:</p> <ul style="list-style-type: none"> <li>• daily emotion/mood/energy recording (journals)</li> </ul> <p>Small Group:</p> <ul style="list-style-type: none"> <li>• discuss reasons for emotion/mood/energy that day</li> </ul> <p>Individual:</p> <ul style="list-style-type: none"> <li>• Painting Self Portraits*</li> <li>• choosing a word/simple phrase for self-affirmations</li> </ul>	<p><b>Inter-personal:</b> Whole Class:</p> <ul style="list-style-type: none"> <li>• Buddy system for doing a morning/afternoon walk together.</li> <li>• Getting to know you Bingo.</li> </ul> <p>Small Group:</p> <ul style="list-style-type: none"> <li>• Create a board game.</li> </ul> <p>Individual:</p> <ul style="list-style-type: none"> <li>• “Compliment Corner”- Say something/write something nice about something else in your group.</li> </ul>
<p><b>Naturalistic:</b> Whole Class:</p> <ul style="list-style-type: none"> <li>• nature walk</li> <li>• observational drawing of our local community</li> <li>• scavenger hunt</li> </ul> <p>Small Group:</p> <ul style="list-style-type: none"> <li>• designing a sustainable garden - what kinds of vegetables?</li> <li>• plant identification</li> <li>• planting journal: tracking our plant’s growth</li> </ul> <p>Individual:</p> <ul style="list-style-type: none"> <li>• food journal: drawing your lunch every day</li> </ul>	<p><b>Spatial</b> Whole Class:</p> <ul style="list-style-type: none"> <li>• Creating a symbol or sign that represents healthy classroom community.</li> </ul> <p>Small Group:</p> <ul style="list-style-type: none"> <li>• Mapping the local community</li> </ul> <p>Individual:</p> <ul style="list-style-type: none"> <li>• Creating a picture with pattern blocks that represents a healthy community.*</li> </ul>
<p><b>Linguistic</b> Whole Class:</p> <ul style="list-style-type: none"> <li>• Create a “Community Word Wall”(vocabulary building about healthy communities)</li> </ul> <p>Small Group:</p> <ul style="list-style-type: none"> <li>• alphabetical list of actions the body can do</li> <li>• alphabetical list of healthy foods we can eat</li> </ul> <p>Individual:</p> <ul style="list-style-type: none"> <li>• Acrostic poem writing</li> </ul>	<p><b>Musical</b> Whole Class:</p> <ul style="list-style-type: none"> <li>• Learning new songs (e.g. Do you like broccoli?)</li> </ul> <p>Small Group:</p> <ul style="list-style-type: none"> <li>• Choose popular/familiar song and change words to be about healthy living</li> <li>• use everyday objects to make musical instruments (ie: pencil, paper, trash can lid)</li> </ul> <p>Individual:</p> <ul style="list-style-type: none"> <li>• Use your body to make a beat</li> </ul>
<p><b>Bodily-Kinesthetic</b> Whole Class:</p> <ul style="list-style-type: none"> <li>• Eagle’s Nest (game)</li> </ul> <p>Small Group:</p>	<p><b>Existential</b> Whole Class:</p> <ul style="list-style-type: none"> <li>• Yoga</li> <li>• mindful breathing</li> </ul>

<ul style="list-style-type: none"> <li>• creating dance routine about local animals</li> </ul> <p>Individual:</p> <ul style="list-style-type: none"> <li>• doing stretches with a mirror to understand how your body moves</li> </ul>	<p>Small Group:</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Individual: Why is it important to be healthy?</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Logical-reasoning</b></p> <p>Whole Class:</p> <ul style="list-style-type: none"> <li>• Graphing of Vegetable Consumption</li> </ul> <p>Small Group:</p> <ul style="list-style-type: none"> <li>• Interviewing others exercise of choice and graphing data</li> <li>• Designing a school garden* - measuring the box/plot</li> </ul> <p>Individual:</p> <ul style="list-style-type: none"> <li>• Interpreting data collected</li> </ul>	

### **Rationale for activities & supporting case study individuals**

The activities in our unit plan are based on the ideology play-based learning. The students in the classroom are encouraged to explore their interests and work with others to develop a positive learning community in which they are able to freely take risks and develop their knowledge. By establishing activities using the multiple intelligences theory we created opportunities for all children of different strengths and abilities to have an opportunity to be challenged and feel confident in their abilities. Although they are all under our term theme as “Healthy Communities in BC”, they differ in content in the way that they are all exploring different elements of the curriculum in a variety of ways. They will be able to work at their own pace and support will be available through their peers, teachers and other resources in the classroom.

The unit will mix direct teaching with inquiry and play-based learning because due to their age, the class still needs a lot of pre-teaching to ensure that they are prepared to be successful in each of the different activities. In the morning blocks we will take advantage of setting the students up for success by teaching the skills needed to be successful in the afternoon activities. By bringing the students together to read the activity centre cards prior to starting the activities, we can ensure that the students comprehend what is expected of them at each centre. We will use this opportunity to explain and elaborate on the simplistic language that is on the cards.

In order to support our case study individual Tianna as well as the rest of the class, we will ensure to incorporate visuals in to our centre cards using pictures that illustrate what is expected of the students. For our sample cards we drew them, but in reality we would use real-life photos of objects and actions from within the classroom or the PEC system. By carefully creating groups, Tianna will be paired with students who will support her and model appropriate social behaviour and support her in her learning. As our term theme is healthy communities, this will encourage Tianna as well as the rest of the classroom to make healthy choices and

understand the importance of establishing a healthy community and routine. The large print on our centre cards as well as examples at the centres will support Laura with her visual impairment. By having our activities be engaging and efficient, we hope to curb any distracted behaviours and retain attention of all students in the classroom. We will be flexible by having different options at each station for a child to move between if they finish early or are bored with the activity.