

www.blogsomemoore.com

The screenshot shows the homepage of the website 'blogsomemoore'. The header features the site name 'blogsomemoore' and the tagline 'Teaching and Empowering Students with Special Needs'. Below the header is a dark navigation bar with four menu items: 'About', 'App-Tastic', 'Handouts', and 'Resources'. The 'Handouts' menu is currently selected, displaying a dropdown list with the following items: 'School Districts', 'Conferences', 'Post Secondary', 'Community', and 'Organizations'. The main content area is divided into two columns. The left column contains a 'Conferences' section with a list of links: 'BC Teachers of English Language Arts', 'National Council of Teachers of English', and 'Special Education Association of British Columbia'. The right column contains an 'about.me' section with the name 'Shelley Moore' and the title 'Inclusion Consultant'. Below this are social media icons for Twitter, LinkedIn, and WordPress. At the bottom of the right column, there is a section titled 'You are following this blog' with a subtext: 'You are following this blog, along with 895 other amazing people (manage)'.



@tweetsomemoore



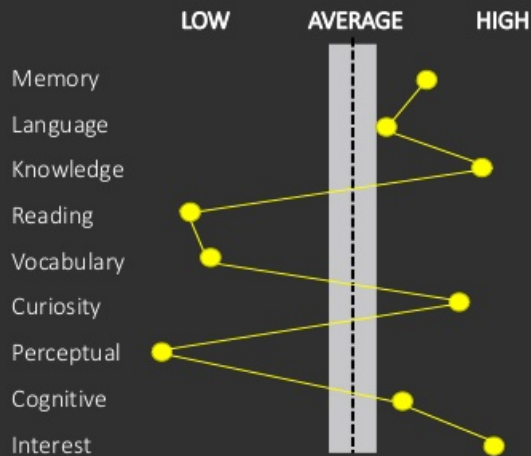
@proudtobeanoutsidepin

Share Out: What have you tried!?

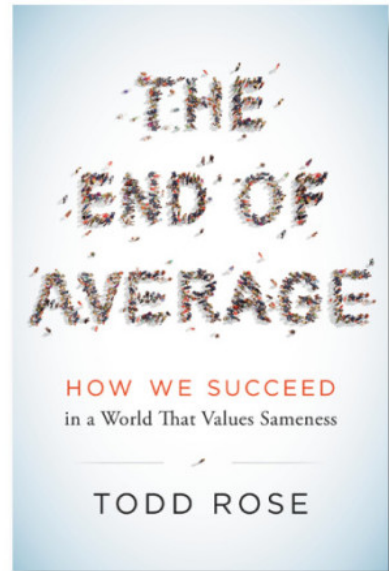
Review

The End of Average!

The average student is a myth



The Myth of Average: Todd Rose at TEDxSonomaCounty: <https://www.youtube.com/watch?v=4eBmyttcfU4>



Teaching to a range of diversity?

- Who are we teaching and what is their range? (the pilots)
- What is the curriculum that we teaching? (the plane)
- How does the curriculum represent the range of our learners? (the adjustments)
- How are we giving students the agency to make the adjustments they need to be successful? (teaching the pilots to fly the plane)

Class/Community Profile

(Brownlie & King, 2000)

Class Review Recording Form

Classroom Strengths
Social, great discussor, kind to one another, can work with anyone, technology! Mob mentality

Classroom Stretches
Organization, transitioning, supporting students who are more shy, patience, mob mentality

Teacher:
Class:

Goals

Decisions

Individual Concerns

Medical	Language	Learning	Socio-Emotional	Other
	S.Z. Y.H. R.O. B.S. J.P. J.H.	G.A. T.T J.G. J. H. S. Z. R.O.	B.S. J.P. J.G. J. H. J. I. S.Z. R.O.	P.D. (P)

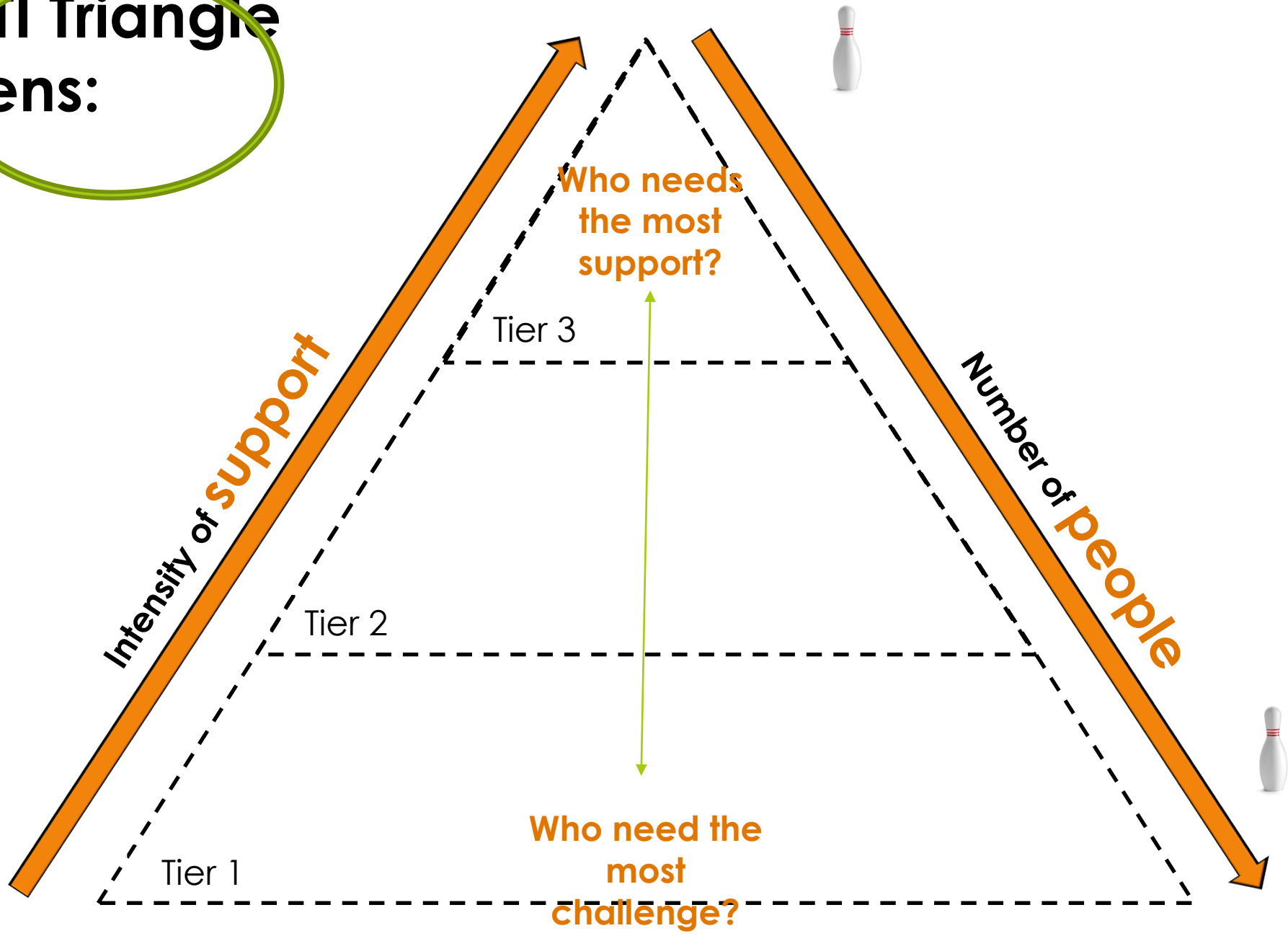
Who are our pilots!?



**WHO
are we?**

**Response to
Instruction**

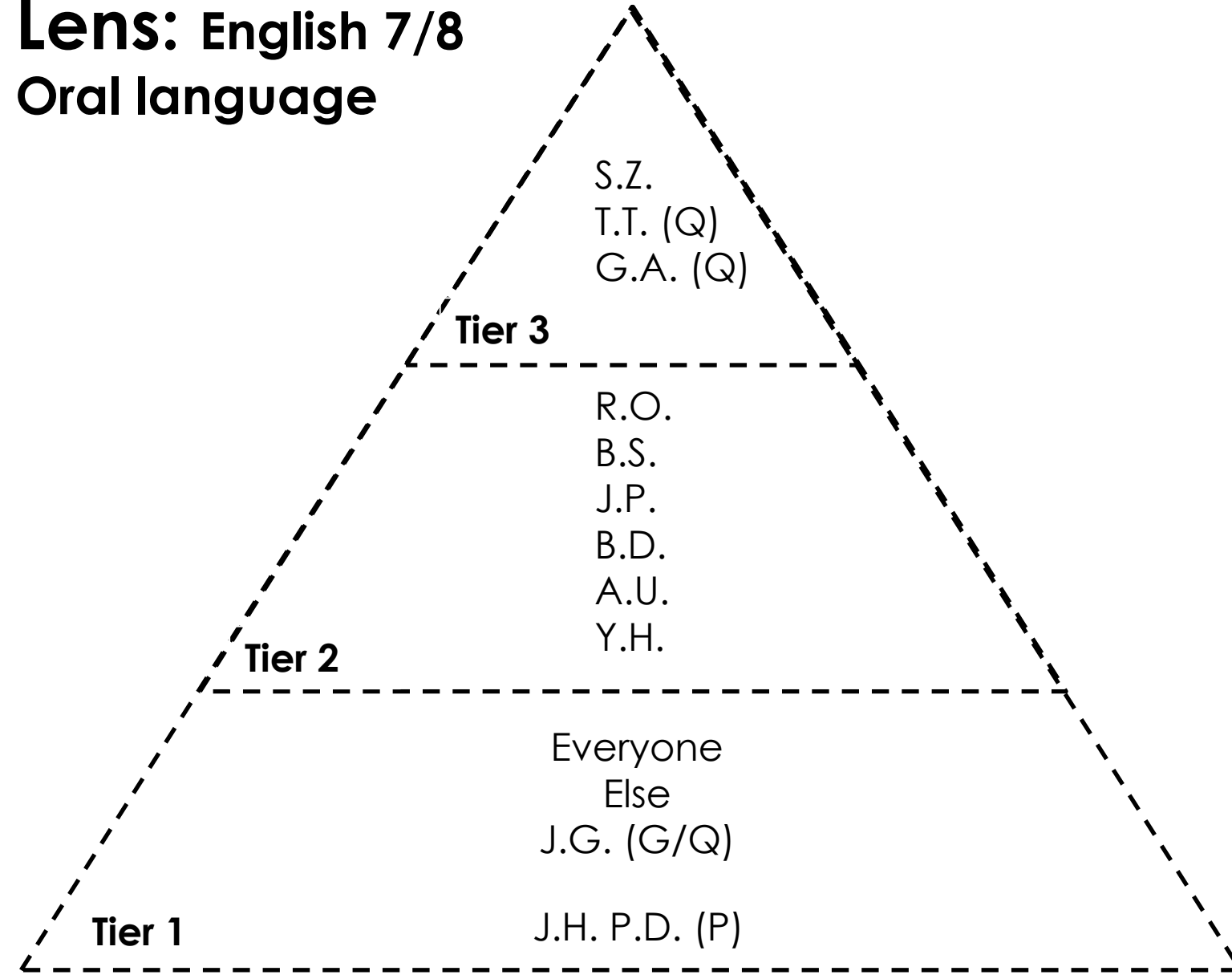
RRI Triangle Lens:



RTI Triangle

Lens: English 7/8

Oral language



Teaching to a range of diversity?

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How to Build an adjustable “Plane”

□ Backwards Design

1. Choose a grade and topic
2. Choose big idea
3. Choose goals for unit
 1. Content goals
 2. Curricular competency goals
 3. Core competency goals

Backwards Design: Choose the goals

□ Content

□ What do we need to know?

□ Process

□ What do we need to do?

Backwards Design: Choose the goals

□ Backwards Design

□ Big Idea

□ What do we need to understand?

□ Content

□ What do we need to know?

□ Curricular Competencies

□ What do we need to do?

□ Core Competencies

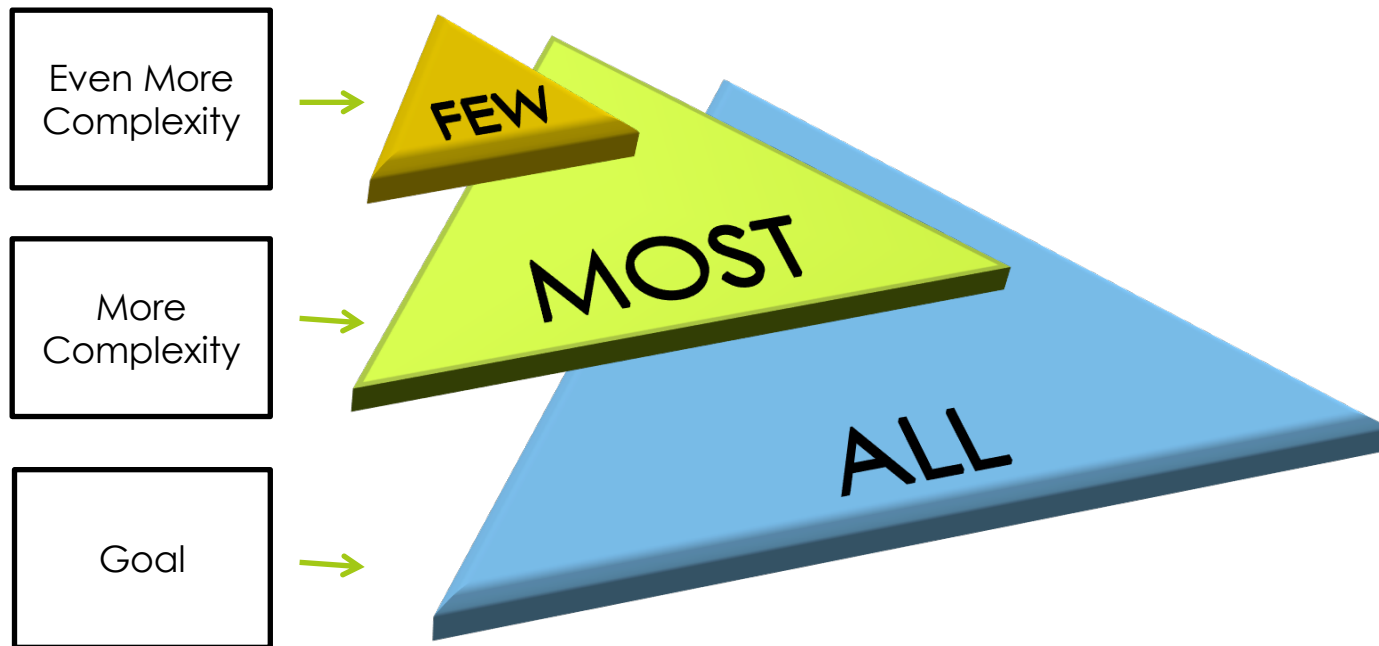
□ Who do we need to become?

Grade:7/8	Subject Area: English	Planning Team:
Big Idea: Exploring <i>stories</i> and other <i>texts</i> helps us understand ourselves and make connections to others and to the world.		Unit Guiding question: What is oral language? How can I use oral language to help me understand and connect to myself? How can I use oral language to help others to understand and connect to me?
Content Goal	I know oral language features and strategies	
Curricular Competency Goal	I can construct meaningful personal connections between self, text, and world	
Curricular Competency Goal	I can apply appropriate strategies to comprehend written, oral, texts, guide inquiry, and extend thinking	
Curricular Competency Goal	I can assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message	
Cross Curricular Competency Goal	I can persevere through a challenge task	

Teaching to a range of diversity?

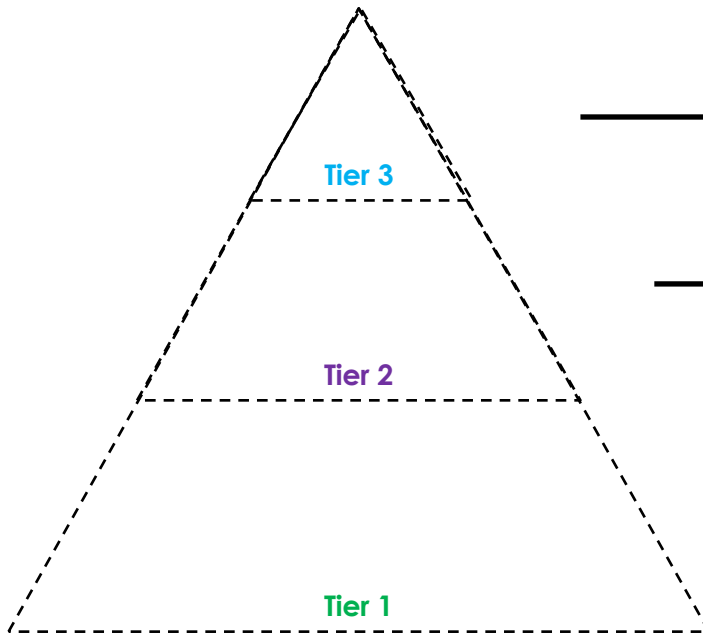
- Who are we teaching and what is their range? (the pilots)
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Stretching grade level goals: Planning Pyramid

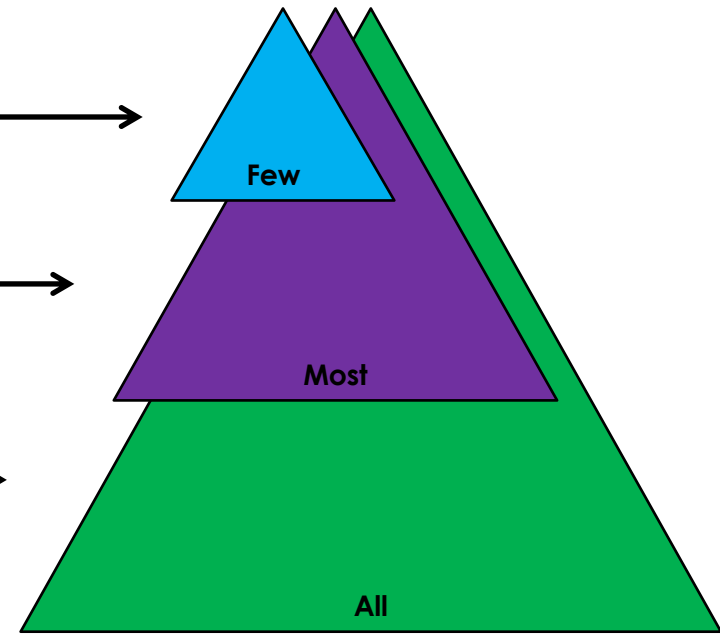


What happens if we combine frameworks?

RTI Triangle



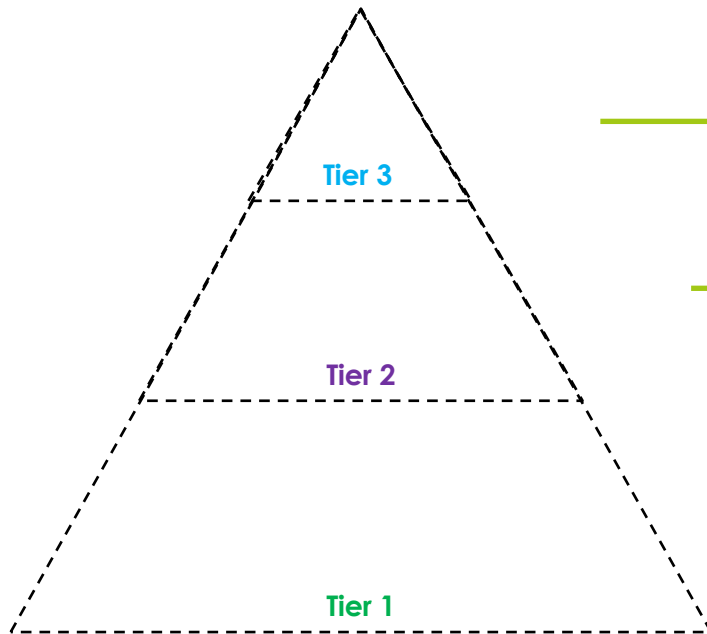
Planning Pyramid



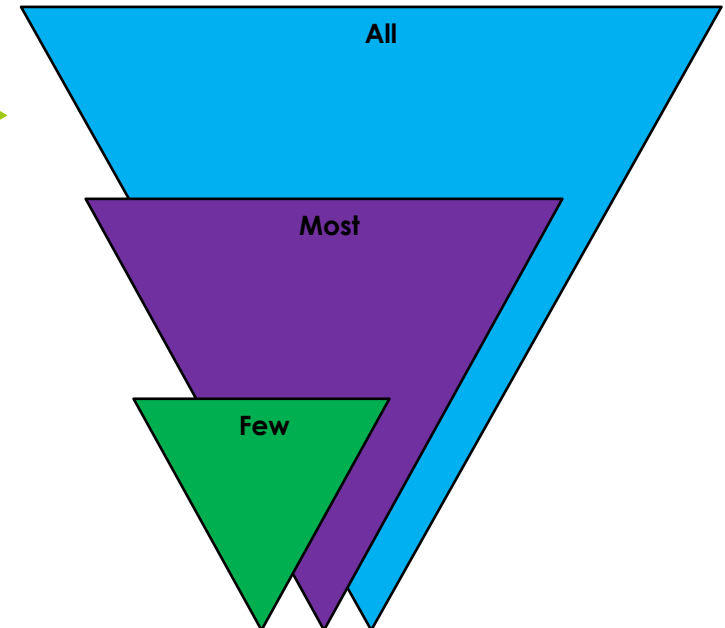
What do you notice?

What happens if we combine frameworks?

RTI Triangle



Planning Pyramid



Grade: 7/8	Subject Area: English	Planning Team:
Big Idea: Exploring <i>stories</i> and other <i>texts</i> helps us understand ourselves and make connections to others and to the world.		Unit Guiding question: What is oral language? How can I use oral language to help me understand and connect to myself? How can I use oral language to help others to understand and connect to me?
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Curricular Competency Goal	I can assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message	
Curricular Competency Goal	I can use writing and design processes to plan, develop, and create engaging and meaningful oral texts for a variety of purposes and audiences	

**Key concepts
(elaborations)**

Content Goal:

I know oral language features and strategies

**Goal for ALL
Listening**

focusing on the speaker
taking turns

Speaking

staying on topic
volume
gestures

**Goal for MOST
Listening**

asking questions to clarify

Speaking

speaking with expression
tone
pace

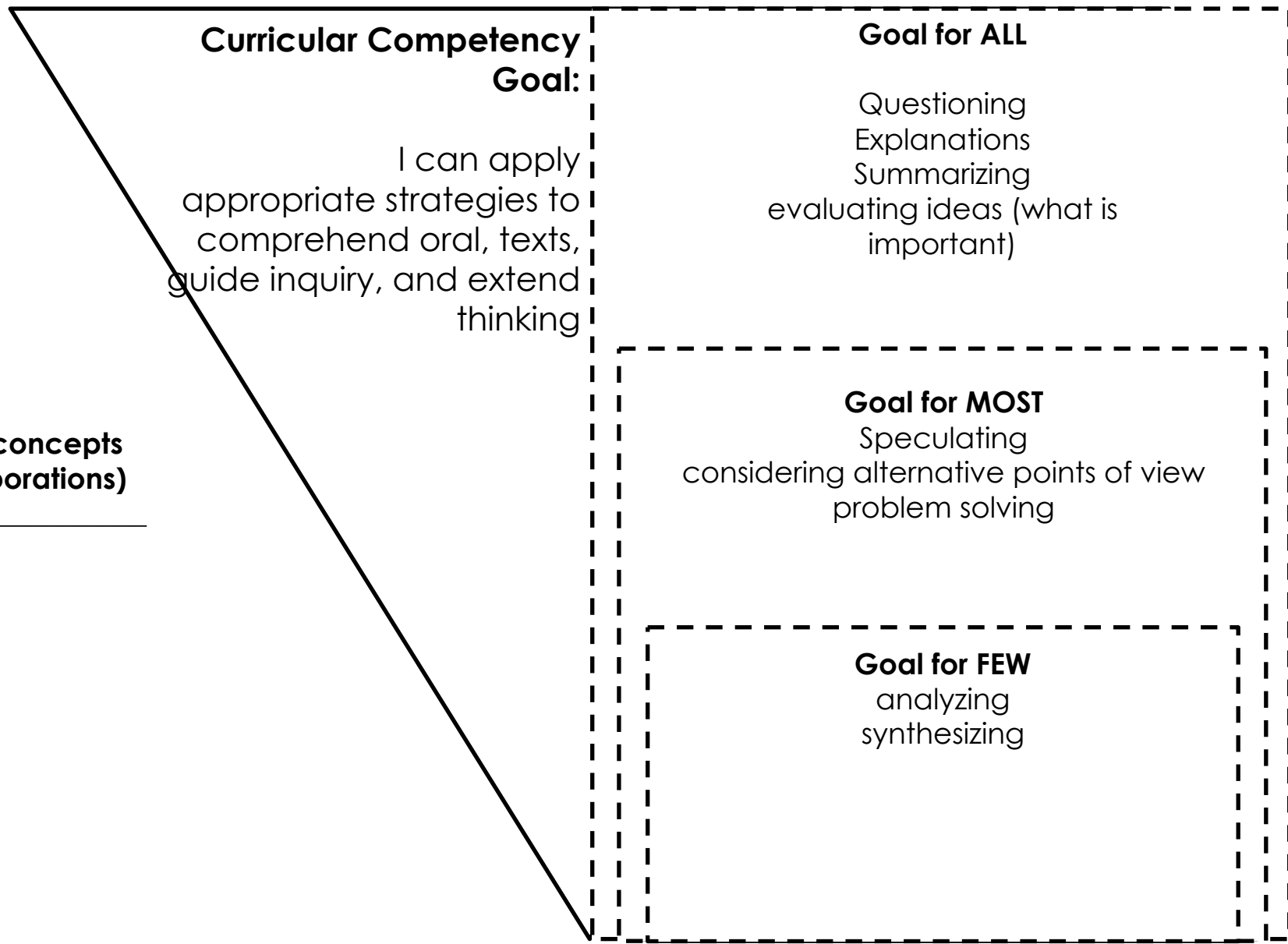
**Goal for FEW
Listening**

listening for specific details
expressing opinions

Speaking

inflection

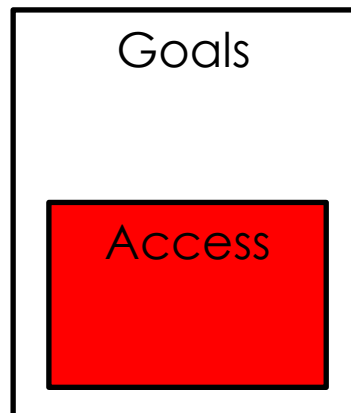
**Key concepts
(elaborations)**



Teaching to a range of diversity?

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Planning for the RANGE: Extending for further access and challenge



Learning Maps

- ▣ Adjustable curriculum
- ▣ More than one “standard” designed for the average
- ▣ Multiple exit points
- ▣ Multiple complexity measures
- ▣ Start from access, add on challenge
- ▣ Different from a rubric

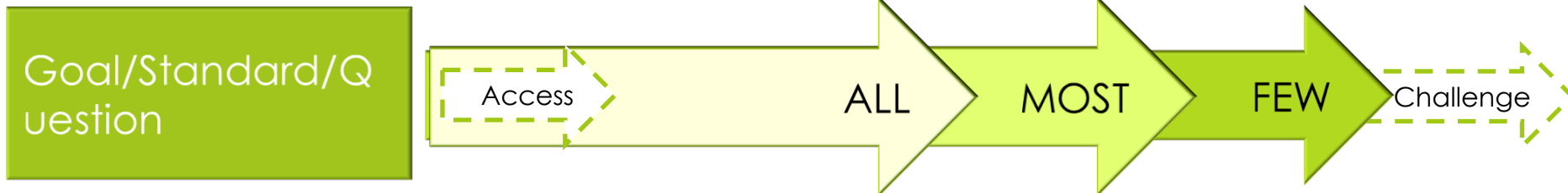
Rubrics vs. Learning Maps

	deficit	deficit	Standard
goal			



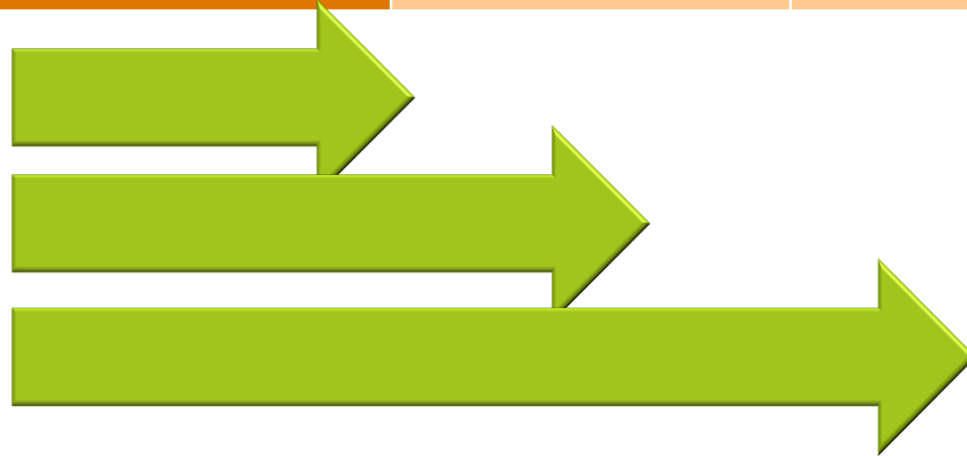
Learning Maps

- For every goal there is a negotiation of its range
 - How can we make this goal more accessible?
 - How can we make this goal more challenging?






Learning Map

	Standard (Essential/ Core)	More complex	More complex
goal			



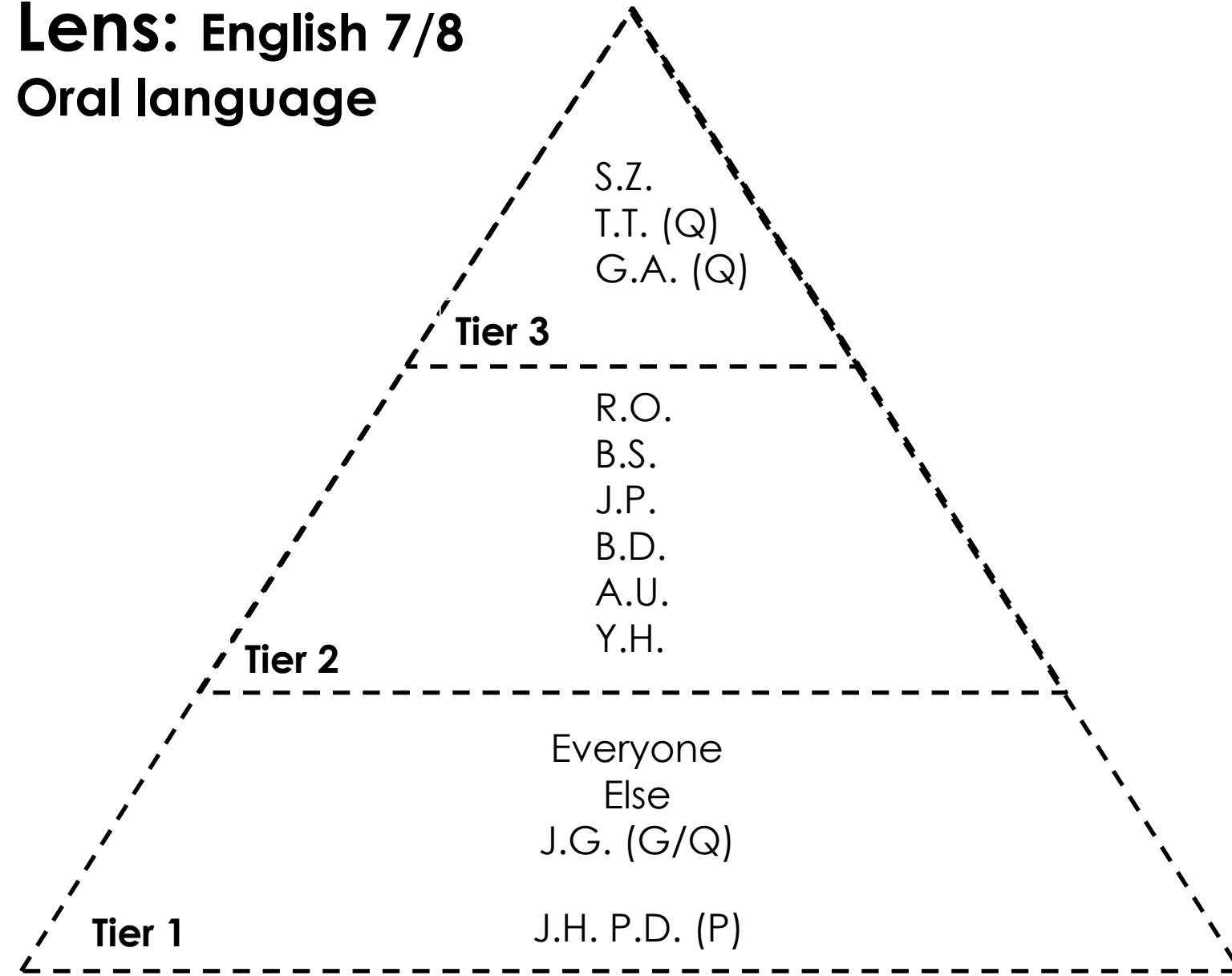
Building a Learning Map!

Course/Subject/Grade(s):		Planning Team:			
Unit Guiding Question:					
Goals	Access	All	Most	Few	Challenge
Content:					
Curricular Competencies					
	 Prior knowledge	 Grade Level /Band Curriculum		 Extension	

RTI Triangle

Lens: English 7/8

Oral language



Course/Subject/Grade(s):	Planning Team:
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Unit Guiding Question: What is oral language? How can I use oral language to help me understand and connect to myself? How can I use oral language to help others to understand and connect to me?

Goals	Access	All	Most	Few	Challenge
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Goals	Access	All	Most	Few	Challenge
Content: I know oral language features and strategies	I know what oral language is I know who is speaking	Listening focusing on the speaker taking turns Speaking staying on topic volume gestures	Listening asking questions to clarify Speaking speaking with expression tone pace	Listening listening for specific details expressing opinions Speaking inflection	I know how to the choose a medium for an audience and a purpose

Curricular Competencies	I can construct meaningful personal connections between self, text, and world	I can communicate about myself	I can make a speech I can connect to myself	I can incorporate another oral language technique (poems, plays, stories, spoken word) I can connect to the world	I can use another type of text (visual, written, digital)	I can integrate multiple texts
	I can apply appropriate strategies to comprehend written, oral, texts, guide inquiry, and extend thinking	I can identify something that is a struggle or a challenge	I can explain and summarize questions/ tensions I can evaluate what is important to include	I can speculate and considering alternative points of view I can solve a problem	I can analyze and synthesize my ideas and draw my own conclusions	I can justify my thinking
	I can assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message					
	I can use writing and design processes to plan, develop, and create engaging and meaningful oral texts for a variety of purposes and audiences					

Tips for creating access!

- - Make it all about me!!!
 - Personally relevant
- - Comprehension levels
 - Kids can understand information at a higher level than they can communicate (i.e. read aloud)
- - Vocabulary
 - Choose concrete words
- - Blooms Taxonomy
- - Verbs
 - Match
 - Choose
- - Use earlier **grade levels** to help
- - Ask yourself.... “What do you need to know/do to be able to know/do this?”
- - Ask a primary teacher!

Knowledge

Recall/regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

Key words:

Choose	Observe	Show
Copy	Omit	Spell
Define	Quote	State
Duplicate	Read	Tell
Find	Recall	Trace
How	Recite	What
Identify	Recognise	When
Label	Record	Where
List	Relate	Which
Listen	Remember	Who
Locate	Repeat	Why
Match	Reproduce	Write
Memorise	Retail	
Name	Select	

Comprehension

To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.

Key words:

Ask	Extend	Outline
Cite	Generalise	Predict
Classify	Give examples	Purpose
Compare	Illustrate	Relate
Contrast	Rephrase	Rephrase
Demonstrate	Illustrate	Report
Indicate	Restate	Restate
Discuss	Infer	Review
Estimate	Interpret	Show
Explain	Match	Summarise
Express	Observe	Translate

Application

To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

Key words:

Act	Employ	Practice
Administer	Experiment	Relate
Apply	with	Represent
Associate	Group	Select
Build	Identify	Show
Calculate	Illustrate	Simulate
Categorise	Interpret	Solve
Choose	Interview	Summarise
Classify	Link	Teach
Connect	Make use of	Transfer
Construct	Manipulate	Translate
Correlation	Model	Use
Demonstrate	Organise	
Develop	Perform	
Dramatise	Plan	

Analysis

To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

Key words:

Analyse	Examine	Prioritise
Appraise	Find	Question
Arrange	Focus	Rank
Assumption	Function	Reason
Breakdown	Group	Relationships
Categorise	Highlight	Reorganise
Cause and effect	In-depth	Research
Choose	discussion	See
Classify	Inference	Select
Differences	Investigate	Separate
Discover	Isolate	Similar to
Discriminate	List	Simplify
Dissect	Motive	Survey
Distinction	Omit	Take part in
Distinguish	Order	Test for
Divide	Organise	Theme
Establish	Point out	Comparing

Synthesis

To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Key words:

Adapt	Estimate	Plan
Add to	Experiment	Predict
Build	Extend	Produce
Change	Formulate	Propose
Choose	Happen	Reframe
Combine	Hypothesise	Revise
Compile	Imagine	Rewrite
Compose	Improve	Simplify
Construct	Innovate	Solve
Convert	Integrate	Speculate
Create	Invent	Substitute
Delete	Make up	Suppose
Design	Maximise	Tabulate
Develop	Minimise	Test
Devise	Model	Theorise
Discover	Modify	Think
Discuss	Original	Transform
Elaborate	Originate	Visualise

Evaluation

To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

Key words:

Agree	Disprove	Measure
Appraise	Dispute	Opinion
Argue	Effective	Perceive
Assess	Estimate	Persuade
Award	Evaluate	Prioritise
Bad	Explain	Prove
Choose	Give reasons	Rate
Compare	Good	Recommend
Conclude	Grade	Rule on
Consider	How do we	Select
Convince	know?	Support
Criteria	Importance	Test
Critique	Infer	Useful
Debate	Influence	Validate
Decide	Interpret	Value
Deduct	Judge	Why
Defend	Justify	
Determine	Mark	

Actions:

Describing
Finding
Identifying
Listing
Locating
Naming
Recognising
Retrieving

Outcomes:

Definition
Fact
Label
List
Quiz
Reproduction
Test
Workbook
Worksheet

Actions:

Carrying out
Executing
Implementing
Using

Outcomes:

Collection
Examples
Explanation
Label
List
Outline
Quiz
Show and tell
Summary

Actions:

Attributing
Deconstructing
Integrating
Organising
Outlining
Structuring

Outcomes:

Demonstration
Diary
Illustrations
Interview
Journal
Performance
Presentation
Sculpture
Simulation

Questions:

Can you list three ...?
Can you recall ...?
Can you select ...?
How did ... happen?
How is ...?
How would you describe ...?
How would you explain ...?
How would you show ...?
What is ...?
When did ...?
When did ... happen?
Where is ...?
Which one ...?
Who was ...?
Who were the main ...?
Why did ...?

Questions:

Can you explain what is happening ... what is meant ...?
How would you classify the type of ...?
How would you compare .../contrast ...?
How would you rephrase the meaning ...?
How would you summarise ...?
What can you say about ...?
What facts or ideas show ...?
What is the main idea of ...?
Which is the best answer ...?
Which statements support ...?
Will you state or interpret in your own words ...?

Questions:

How would you use ...?
What examples can you find to ...?
How would you solve ... using what you have learned ...?
How would you organise ... to show ...?
How would you show your understanding of ...?
What approach would you use to ...?
How would you apply what you learned to develop ...?
What other way would you plan to ...?
What would result if ...?
Can you make use of the facts to ...?
What elements would you choose to change ...?
What facts would you select to show ...?
What questions would you ask in an interview with ...?

Questions:

What are the parts or features of ...?
How is ... related to ...?
Why do you think ...?
What is the theme ...?
What motive is there ...?
Can you list the parts ...?
What inference can you make ...?
What conclusions can you draw ...?
How would you classify ...?
How would you categorise ...?
Can you identify the difference parts ...?
What evidence can you find ...?
What is the relationship between ...?
Can you make a distinction between ...?
What is the function of ...?
What ideas justify ...?

Questions:

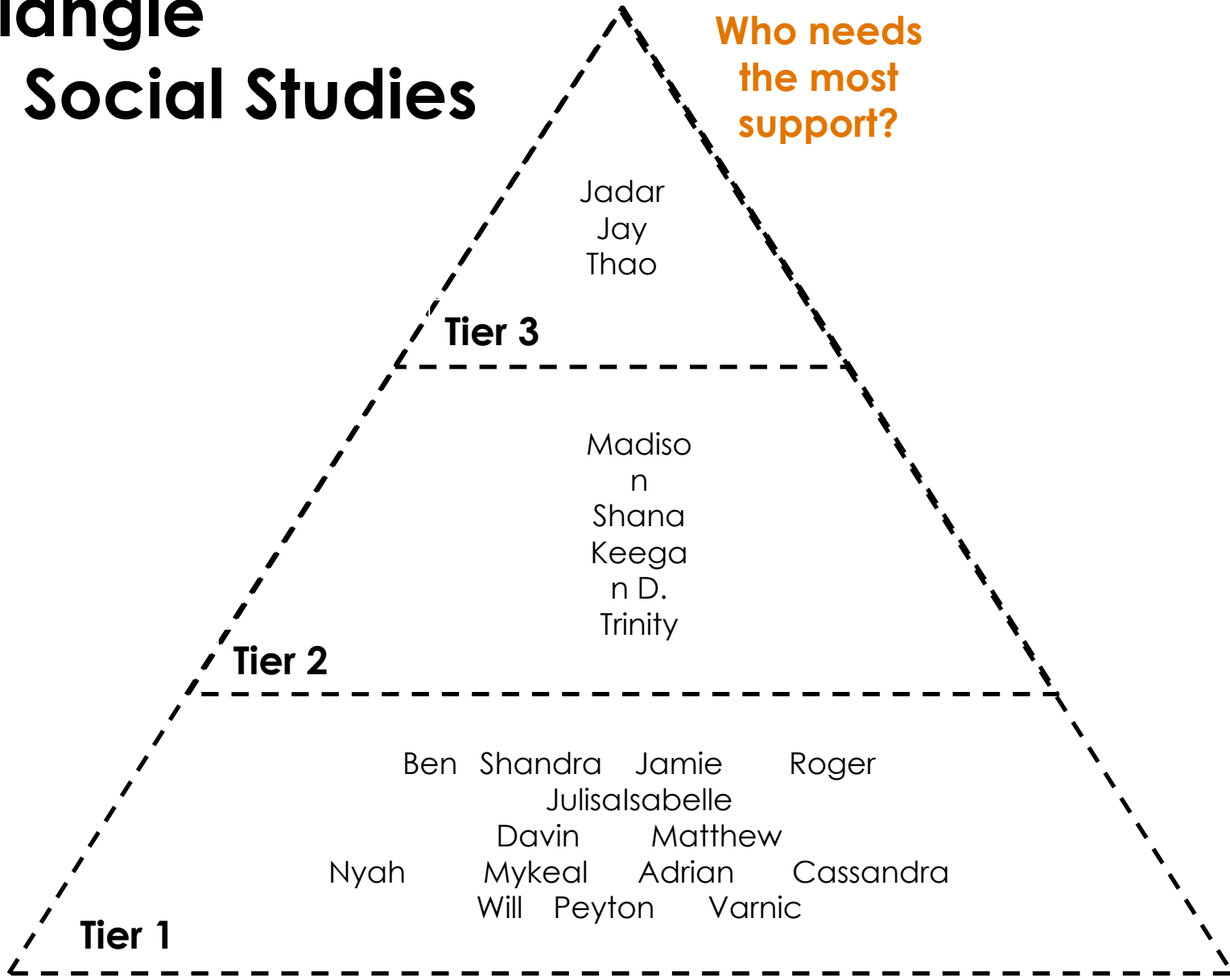
What changes would you make to solve ...?
How would you improve ...?
What would happen if ...?
Can you elaborate on the reason ...?
Can you propose an alternative ...?
Can you invent ...?
How would you adapt ... to create a different ...?
How could you change (modify) the plot (plan) ...?
What could be done to minimise (maximise) ...?
What way would you design ...?
Suppose you could ... what would you do ...?
How would you test ...?
Can you formulate a theory for ...?
Can you predict the outcome if ...?
How would you estimate the results for ...?
What facts can you compile ...?
Can you construct a model that would change ...?
Can you think of an original way for the ...?

Questions:

Do you agree with the actions/outcomes ...?
What is your opinion of ...?
How would you prove/disprove ...?
Can you assess the value/importance of ...?
Would it be better if ...?
Why did they (the character) choose ...?
What would you recommend ...?
How would you rate the ...?
What would you cite to defend the actions ...?
How would you evaluate ...?
How could you determine ...?
What choice would you have made ...?
What would you select ...?
How would you prioritise ...?
What judgement would you make about ...?
Based on what you know, how would you explain ...?
What information would you use to support the view ...?
How would you justify ...?
What data was used to make the conclusion ...?

Moving to a lesson sequence

RTI Triangle Lens: Social Studies



Who needs
the most
support?

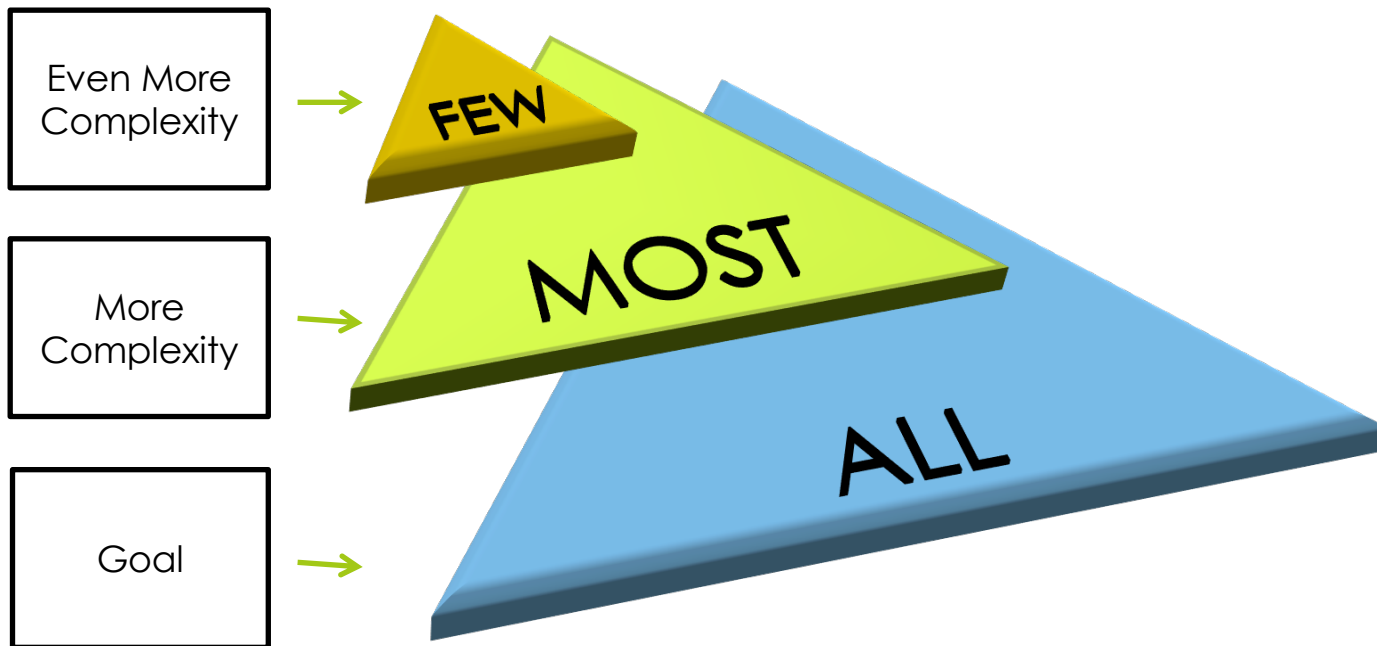
Who need the
most
challenge?

Backwards Design

What are we teaching?

Grade: 7	Subject Area: SS	Planning Team: A.D. Rundle
Big Idea: Geographic conditions shaped the emergence of civilization		Unit Guiding question: What geographic conditions shaped the emergence of civilizations?
Content Goal	I know how humans respond to particular geographic challenges & opportunities including climate, landforms and natural resources	
Curricular Competency Goal	I can determine which causes most influenced particular decisions, actions or events and assess their short term & long term consequences	
Curricular Competency Goal	I can assess the significance of people, places, events or developments at particular times and places	
Curricular Competency Goal	I can identify what the creators of accounts, narratives, maps or texts have determined is significant	

Planning Pyramid: Stretching Goals



Learning Maps: Adjustable Curriculum

- ▣ More than one “standard” designed for the average
- ▣ Multiple exit points
- ▣ Multiple complexity measures
- ▣ Start from access, add on challenge
- ▣ Different from a rubric

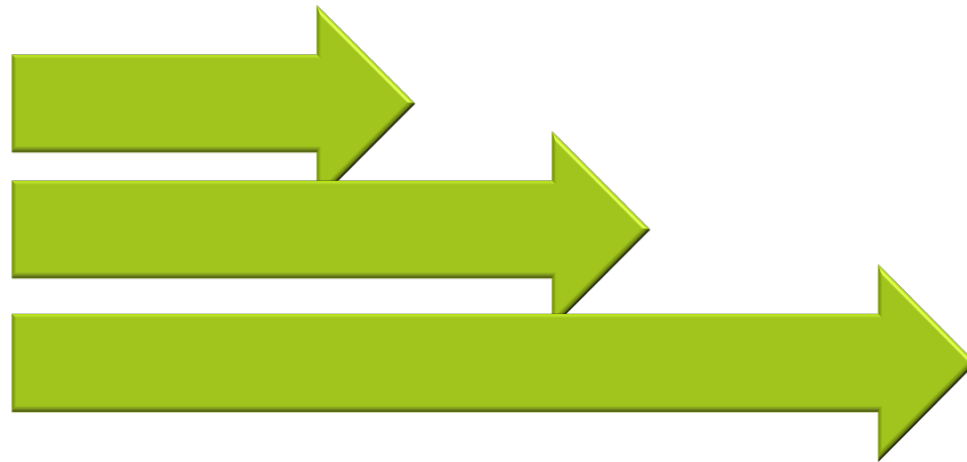
Rubrics vs. Learning Maps

	deficit	deficit	Standard
goal			






Rubrics vs. Learning Maps

	Standard	More complex	More complex
goal			



Building a Learning Map!

Course/Subject/Grade(s):		Planning Team:			
Unit Big Idea:		Unit Guiding Question:			
Goals	Access	All	Most	Few	Challenge
Content:					
Curricular Competencies					
 Prior Knowledge		 Grade Level /Band Curriculum			 Entension

Course/Subject/Grade(s): Social Studies 7		Planning Team: Michelle, Darren, Shelley,				
Unit Big Idea: Geographical Conditions shaped the emergence of civilization		Unit Guiding Question: What geographic conditions shaped the emergence of civilizations?				
		ACCESS: This is what I need to know and do	ALL: This is what I must know & do	MOST: This is what I can know & do	FEW: This is what I could know & do	CHALLENGE: This is what I can try to know & do
Content Goal(s): I know how humans respond to particular geographic challenges & opportunities including climate, landforms and natural resources		I know landforms and natural resources in the place where I live	I know the geographic conditions of our place and how they influenced settlement of the Sto:lo People	I know the geographic conditions and how they influenced settlement of the Mesopotamian Civilizations	I know climate and how it influenced settlement of the Mesopotamian Civilizations	I know the long terms effects of human settlement in Mesopotamian Civilizations
Competency Goals	I can determine which causes most influenced particular decisions, actions or events and assess their short term & long term consequences	I can describe what humans need to survive	I can describe how food, water & shelter influence settlement	I can describe safety and protection of danger influences settlement	I can describe how a sense of belonging and hope of influences settlement	I can compare how the needs for survival during settlement influence my life today
	I can assess the significance of people, places, events or developments at particular times and places	I can show the geographic features in the place where I live	I can assess how place influences civilizations	I can assess how time/events influence civilizations	I can assess how an ancient civilization influences us today	I can predict how todays civilization will influence the future
	I can identify what the creators of accounts, narratives, maps or	I can map the place where I live	I can map an ancient civilization's features and	I can compare an ancient map and a present day map of the	I can look map of an ancient civilization and describe the	I can identify features that are missing on a map

Course/Subject/Grade(s): Social Studies 7		Planning Team: Michelle, Darren, Shelley,				
Unit Big Idea: Geographical Conditions shaped the emergence of civilization		Unit Guiding Question: What geographic conditions shaped the emergence of civilizations?				
		ACCESS: This is what I <u>need</u> to know and do	ALL: This is what I <u>must</u> know & do	MOST: This is what I <u>can</u> know & do	FEW: This is what I <u>could</u> know & do	CHALLENGE: This is what I <u>can try to</u> know & do
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	I can assess the significance of people, places, events or developments at particular times and places	I can show the geographic features in the place where I live	I can assess how place influences civilizations	I can assess how time/events influence civilizations	I can assess how an ancient civilization influences us today	I can predict how todays civilization will influence the future
	I can identify what the creators of accounts, narratives, maps or	I can map the place where I live	I can map an ancient civilization's features and	I can compare an ancient map and a present day map of the	I can look map of an ancient civilization and describe the	I can identify features that are missing on a map

Teaching – from Faye and Richard Allington

▣ Gradual release

- ▣ Model/guide/independent practice/independent application
- ▣ Lesson sequence: Connect/Process/Transform & Personalize

▣ Meaningful learning tasks

- ▣ What are the activities capturing

▣ Take the time

▣ Talking & conversations

▣ Text

- ▣ Oral, visual, written
- ▣ Multiple levels & perspectives

▣ Feedback

- ▣ What is working? What is not? What is next?

Guiding Unit Question:

Lesson Goal(s):

- 1.
- 2.

Date:

Connecting Activity:

Processing Mini Lesson:

Learning Tasks

I Need to...



Access

I Must...

All

I Can...

Most

I Could...

Few

I Can Try to...



Challenge

Essential Supports

(designed for 1, useful for 1)

Targeted Support

(designed for some, useful for some)

Universal Supports

(designed for some, useful for all)



Transforming & Personalizing Activity:

Guiding Unit Question: What geographic conditions shaped the emergence of civilizations?

Lesson Goal(s):

1. I know the geographic features of Chilliwack
2. I know how the geographic features of Chilliwack influenced the Sto:lo People

Date:

Connecting Activity: Heads UP Model with “Mountain”

Processing Mini Lesson: Why do we need geographic features? How do they help us and the Sto:lo People to survive

Learning Tasks

I Need to...	I Must...	I Can...	I Could...	I Can Try to...
Describe landforms and natural resources of Chilliwack	Describe why we need Trees, Fish & Rivers to survive	Describe why the Sto:lo People need Trees, Fish & Rivers to survive	Describe how we use geographic features to survive	Describe how Sto:lo People use geographic features and
Access	All	Most	Few	Challenge

Essential Supports

- (designed for 1, useful for 1)
- Translator

Targeted Support

(designed for some, useful for some)

Choice of:

- Technology
- Choice of independent or group work
- Choice of article
- Choice of complexity
- Reader
- Scribe

Universal Supports

(designed for some, useful for all)

- Hand on activity
- Games/competition
- Visuals
- Graphic organizer
- Partner talk
- Chunking teaching time

Transforming & Personalizing Activity: Post it note

Draw a picture of one geographic feature and describe how the Sto:lo People use it to survive

Connect Activity

Geographical Features!

geographical features
of Chilliwack

Goal 2: I know how
geographical features
influence the climate

Heads Up!

A party game from Ellen!



Heads Up

- Make a group of 3
- Person 1 picks up a paper (without looking) and put it on their forehead
- Person 2 and 3 describes the picture/word without saying the word to try and get Person 1 to guess it
- Everyone takes a turn

Process Activity

Why do we need geographical features?

Food &
Water

Health

Safety from
Danger

- We need geographical features
- to help us **survive!**

Shelter

Clothing

Purpose &
Hope

Names:

How does this help us survive?

Geographical Feature

Food & Water

Safety from danger

Shelter

Clothing

Health

Purpose & Hope

How does this influence the Sto:lo People?






Your job!

1.	<ul style="list-style-type: none">- Pick up envelope 1- Glue these visuals onto graphic organizer
2.	<ul style="list-style-type: none">- Read through papers with words on them and match the descriptions to the geographic features on the graphic organizer
3.	<ul style="list-style-type: none">- Decide how this geographical feature helps us and the Sto:lo people survive- Check in with an adult
4.	<ul style="list-style-type: none">- Pick up envelope 2- Glue visuals onto graphic organizer- Choose an article to read- Decide how these geographical features helps us and the Sto:lo people survive
5.	<ul style="list-style-type: none">- Describe how the Sto:lo people use these geographical features to survive

ALL

Influences of Geographic Features in Chilliwack

Names: Sh





Geographical Feature	How does this help us survive?						How does this influence the Sto:lo People?
	Food & Water	Safety from danger	Shelter	Clothing	Health	Purpose & Hope	
	✓	✓			✓	✓	The Sto:lo People use this to drink, wash, boiling and steam food and for irrigation. They use canoes on this and use the whirlpool in it as a protection against enemies. This was also the source for Salmon, which is important for spirituality.
	✓				✓	✓	The Sto:lo people use this as a food source. This is also used for an important event. The run of this type of fish is also a major festival every year.
	✓	✓	✓	✓	✓	✓	The Sto:lo people use this to start fires and to cook. They use this to also build homes, carve canoes out of and make baskets. They also use this for storage and clothing and to create bentwood boxes.

Isabelle Thao
shonita

SOME

Influences of Geographic Features in Chilliwack






Names: Adrian

Geographical Feature	How does this help us survive?						How does this influence the Sto:lo People?
	Food & Water	Safety from danger	Shelter	Clothing	Health	Purpose & Hope	
	✓	✓	X	X	✓	✓	
	✓	X	✓	✓	✓	✓	
	✓	X	X	X	✓	X	
	X	✓	✓	X	✓	✓	- Used for brackets and other weaved items

FEW

Influences of Geographic Features in Chilliwack

Names: mykael, shona, Jai, Madison

Geographical Feature	How does this help us survive?						How does this influence the Sto:lo People?
	Food & Water	Safety from danger	Shelter	Clothing	Health	Purpose & Hope	
	✓			✓	✓	✓	for food and cloths
	✓	✓	✓	✓	✓	✓	for shelter from storms and air
		✓			✓	✓	- Stand in the middle of the field from earthquake - used for farmlands, etc.
	✓				✓	✓	for plants to grow
	✓	✓	✓			✓	for shelter

Supports

- Start at number 1 and get as far as you can
- Work alone or in teams of 2 or 3
- Someone can read the text out loud to the group
- Someone can record the ideas of the group
- You can take a break if needed (come ask me if you need this)
- Choose where you want to work in the classroom
- If you are unsure about what a word means, you can use an iPad to help find out more

Transforming & Personalizing Activity

Goal 1: I know the geographical features of Chilliwack

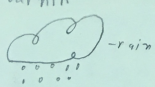
Goal 2: I know how geographical features influenced the Sto:lo People

Exit Slip: On a post it note


Name:


Draw a geographical
feature in Chilliwack


Describe how this
geographical feature
influenced the Sto:lo People


Varnik
 - rain
 They can use it to collect water like put a weaved basket and use it as a bowl to collect water.


Ben River
 for water and food
 The sto:lo people caught salmon in the Fraser river


Myth
 rain

 gives sto:lo people hope.
 (rain dance)


Payton
 → Deel
 The sto:lo people would eat it


Shanda

 the sto:lo has used fish so they can eat and not die!


Thao

 Clam the man.


Jaine
 don't let me down
 this helped with breaking and clothing and food

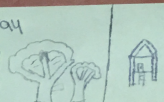
Matthew: River
 the river gives us food and water & the sto:lo people saved for food



Keegan Deck

 To catch fish

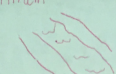
trinity

 fast health

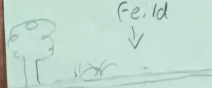
Keegan Junk

 it help the sto:lo to survive.

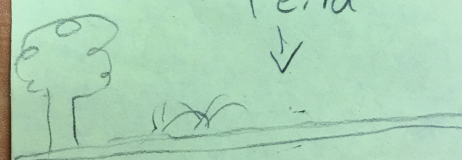
Mythical

 They used cedar to make blankets and baskets for fish catching season things.

bay

 people used build house

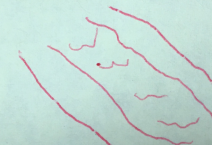
Adrian
 - salmon
 helps give people food.

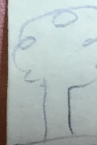
William

 Rivers influenced the Sto:lo people because it gave them water to boil and steam and a source of fish

Devn
 Feild

 They could farm

Devn
 Feild

 They could farm

ed
 because to boil of

William

 Rivers influenced the Sto:lo people because it gave them water to boil and steam and a source of fish

Devn

 The fa

on
 eolle

How does this example connect to our plane?

- Who are we teaching and what is their range? (the pilots)
- What is the curriculum that we teaching? (the plane)
- How does the curriculum represent the range of our learners? (the adjustments)
- How are we giving students the agency to make the adjustments they need to be successful? (teaching the pilots to fly the plane)

Example: Math 8

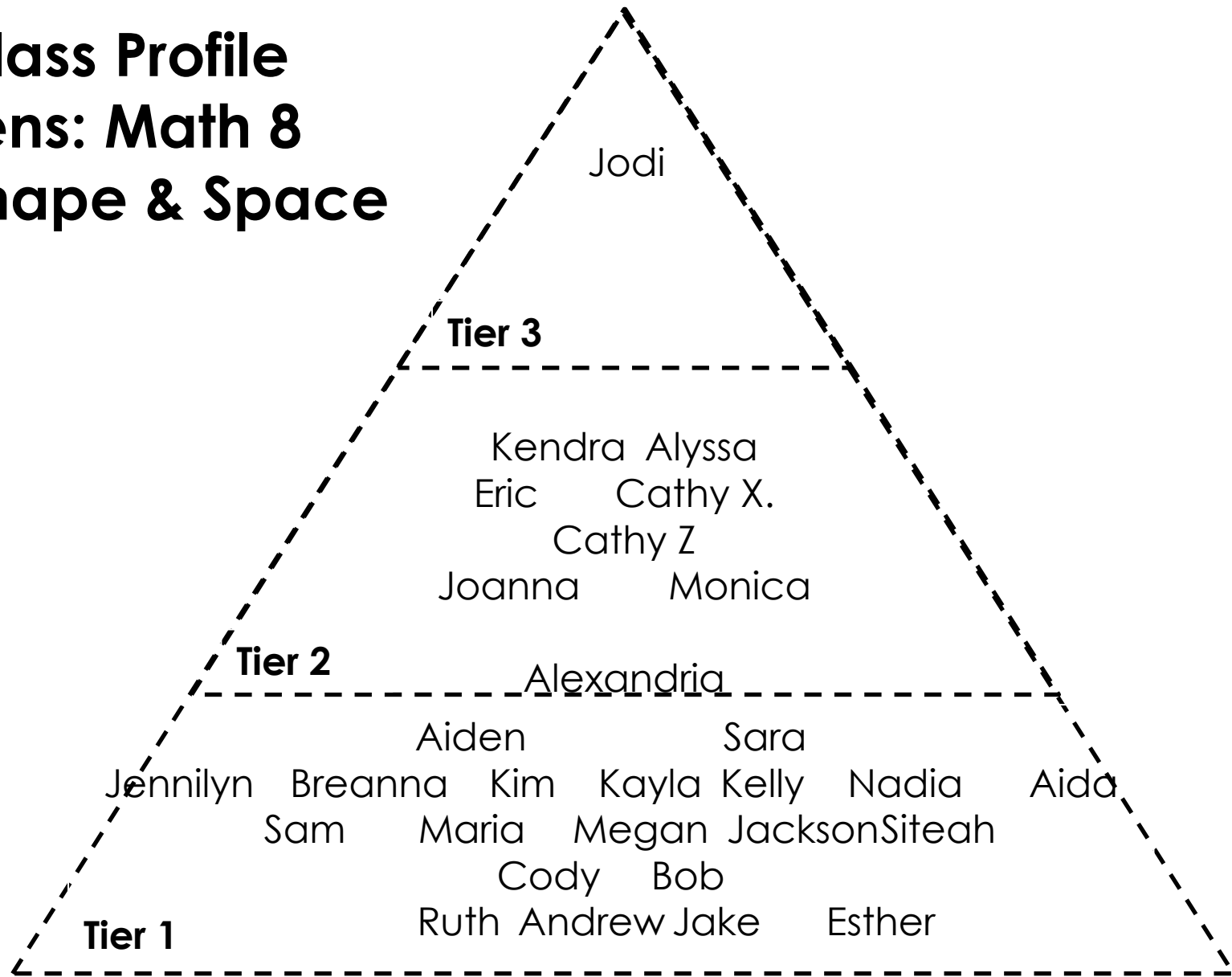
Math 8: What is the relationship between surface area and volume of 3D objects?



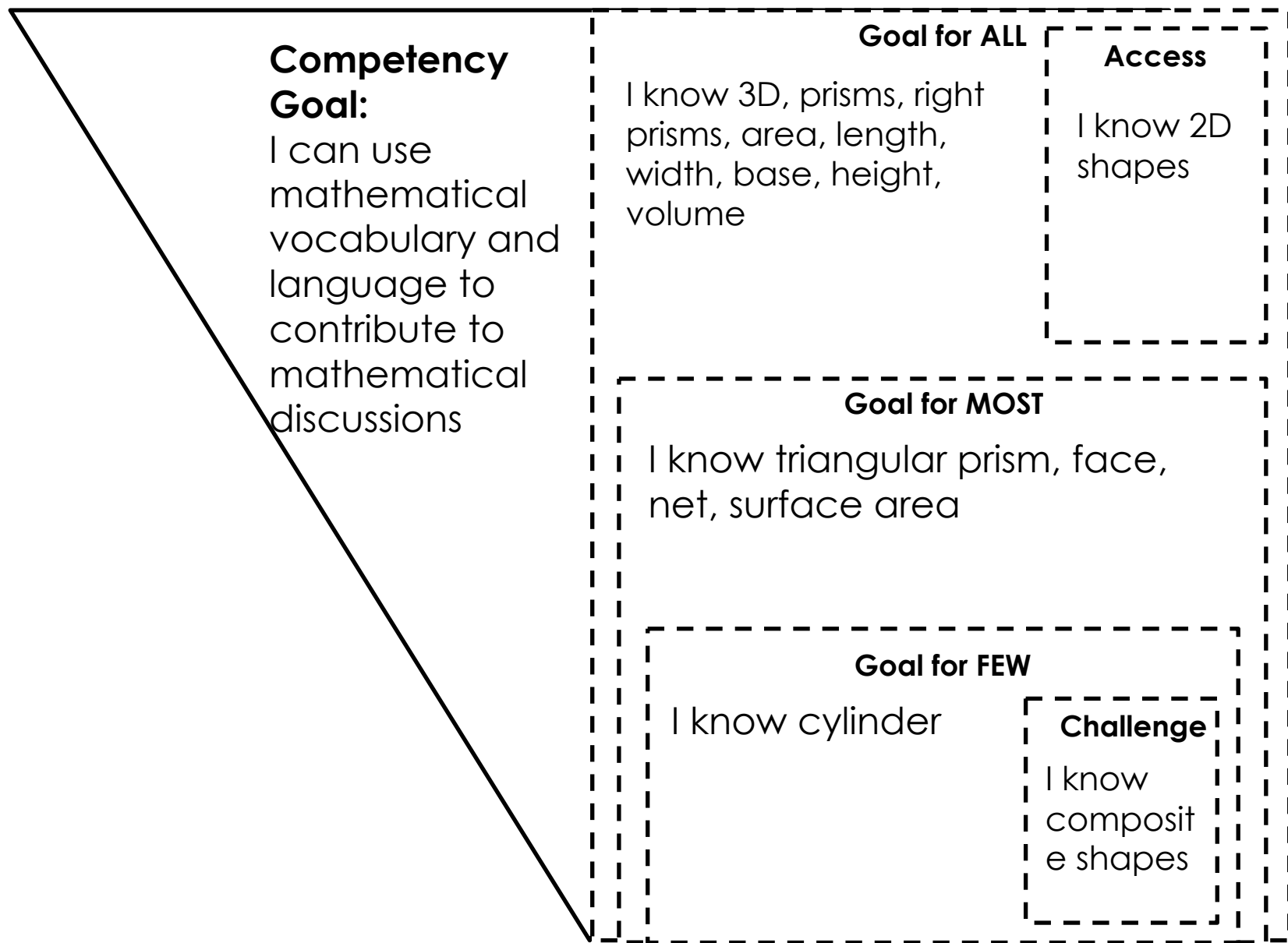
Class Profile

Lens: Math 8

Shape & Space



Math 8 Big IDEA: What is the relationship between surface area and volume of 3D objects



The lesson – Start

Words I Know

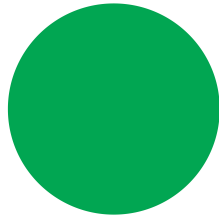
Words I Don't Know

Sort the pictures/words

rectangle



circle



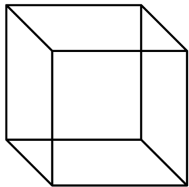
triangle



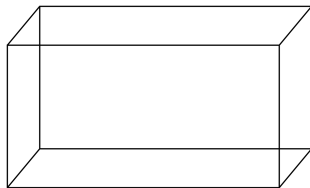
square



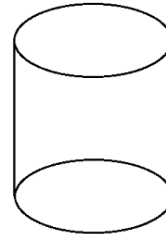
cube



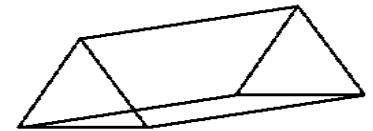
rectangular
prism



cylinder



triangular prism



face

surface area

base

net

width

height

area

volume

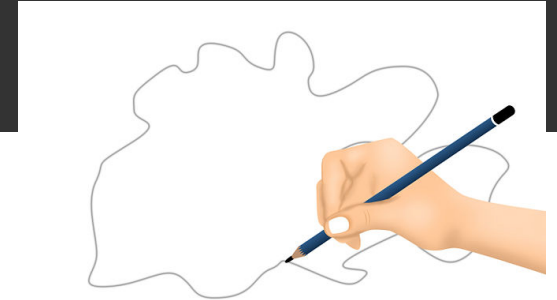
2D

3D

prism

length

Draw it!



- The words you know

- Show what the words means in PICTURES

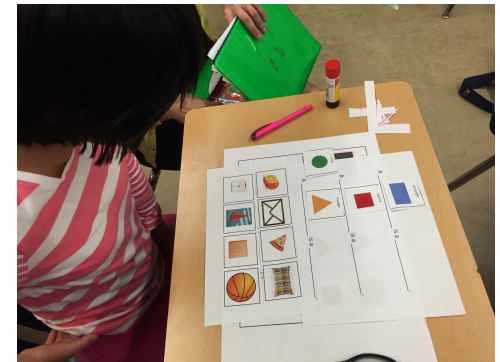
wikiHow

The words you don't know

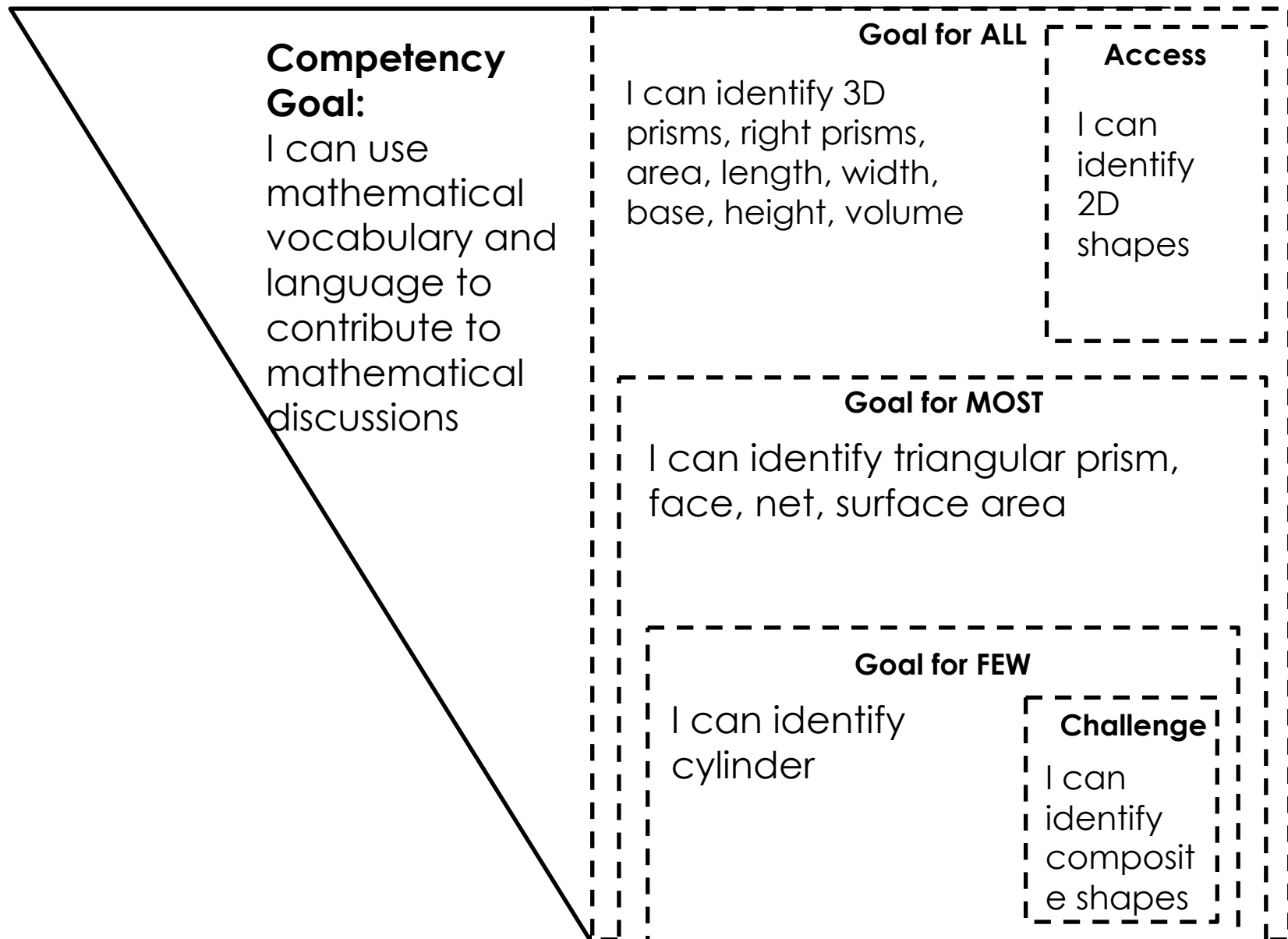
- use text, internet, each other
- show what the words mean in pictures

Assessment: Connect 2

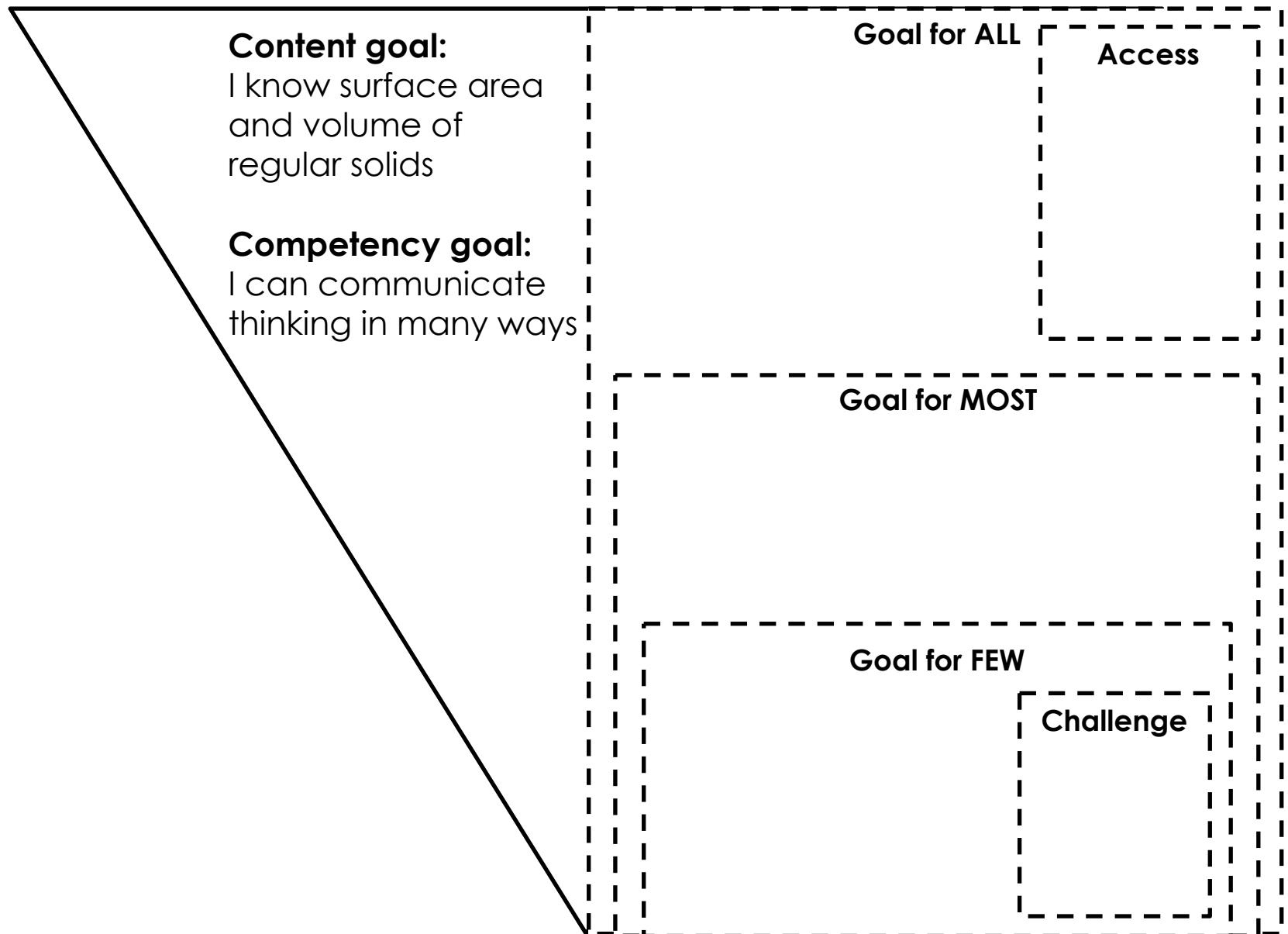
- Create 3 statements by:
 - Choosing 2 words and connect them to make a statement that is true
 - “A **prism** is a **3D** object”
 - “The **volume** of a **rectangular prism** is the **area** of the **base** x **height**”
 - “The **faces** of **3D prisms** are **2D shapes**”



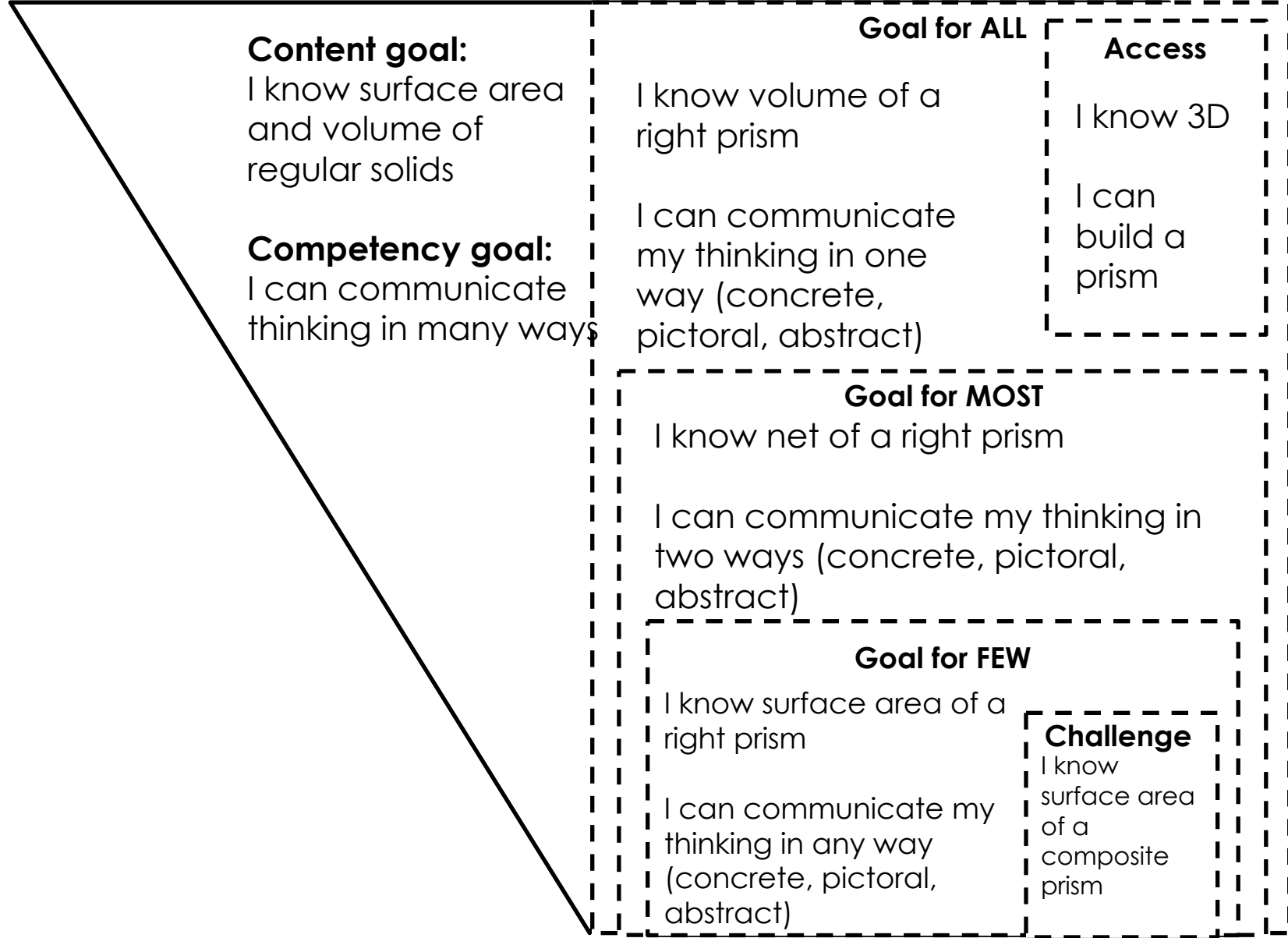
Math 8 Big IDEA: What is the relationship between surface area and volume of 3D objects?



Math 8 Big IDEA: What is the relationship between surface area and volume of 3D objects ?



Math 8 Big IDEA: What is the relationship between surface area and volume of 3D objects?



The Learning Tasks

Content goal:

I know surface area and volume of regular solids

Competency goal:

I can communicate thinking in many ways

Start here



- ▣ You NEED to:
 - ▣ Discuss with a partner: What is a prism?
 - ▣ Build a 3D prism

- ▣ You MUST:
 - ▣ Build a 3D prism with a volume of 24 units³
 - ▣ Show your thinking in another way

- ▣ You CAN:
 - ▣ Build a net for your 3D prism
 - ▣ Show your thinking in another way

- ▣ You COULD:
 - ▣ Figure out the surface area of your 3D prism
 - ▣ Show your thinking in another way

- ▣ Give this a TRY:
 - ▣ Try the same activity with a composite shape

How does this example connect to our plane?

- Who are we teaching and what is their range? (the pilots)
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One thing...

- ▣ What is one USEFUL thing from today?
- ▣ What do you want to try?
- ▣ What is your next steps?
- ▣ Who can support you?

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