

# Teaching & Empowering ALL students Inquiry Series

Session 3

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Teaching and Empowering Students with Special Needs

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BC Teachers of English Language Arts  
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School Districts  
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Post Secondary  
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Using Multiple and Diverse Texts  
Using Multiple and Diverse Texts  
Conference 2015: Planning with All Students in Mind

about.me  
Shelley Moore  
Inclusion Consultant

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# Learning Intentions

- **Learn** strategies that help us include all learners
- **Explore** our own focus around inclusion
- **Experience** a balance of collaboration and reflection
- **Check in** on our wonder student(s) to see if what you're doing is making a difference
- **Plan** our next steps...
- We will leave you with something that you can use in your practice (some new learning)

# Agenda

- **Dates and opportunities this year** 5 mins
- **Shelley:** 90 mins
- **Dinner @ 5:30**
- **Quick Write and Share throughout evening - 4 square** 30 mins
- **Share next steps with group members**—15 mins

# Dates and further opportunities

- This is an inquiry group, therefore:

- We will meet several times this year to work through the inquiry process:

*March 12, May 4 (SD67 Pro-D Day – full day)*

Time: All sessions will be dinner meetings: 3:30-6:30 except for May 4 which is a full day.

- Co-planning and co-teaching dates: Opportunity to co-plan and co-teach with Shelley. Co-plan in am and teach together in pm

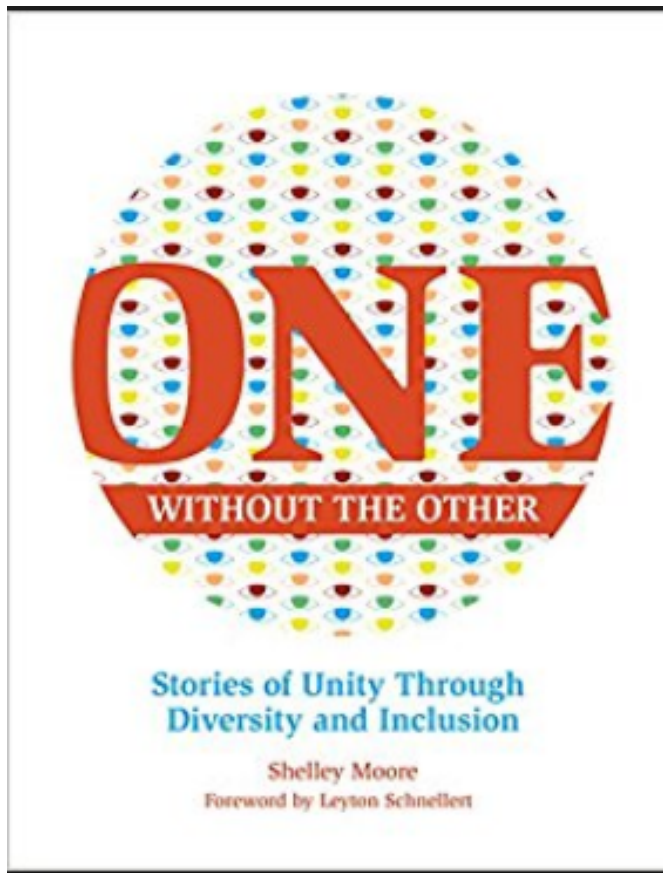
*Possibly one more Mar.12*



If you're interested in co-planning and co-teaching or observing, email Janice Moase for further details [jmoase@summer.com](mailto:jmoase@summer.com)

- Additional support – Janice is available to meet with teachers or teams. Release time available.

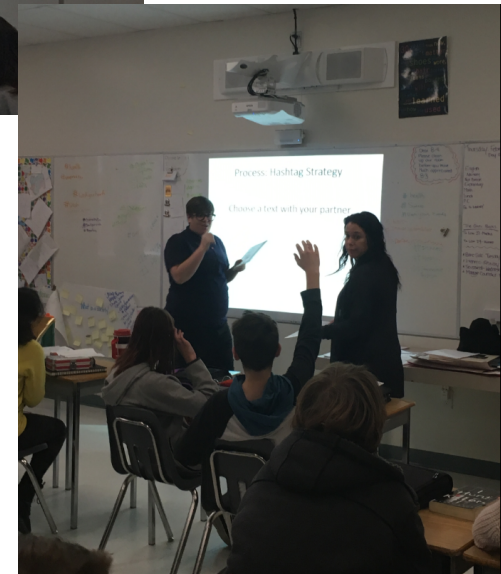
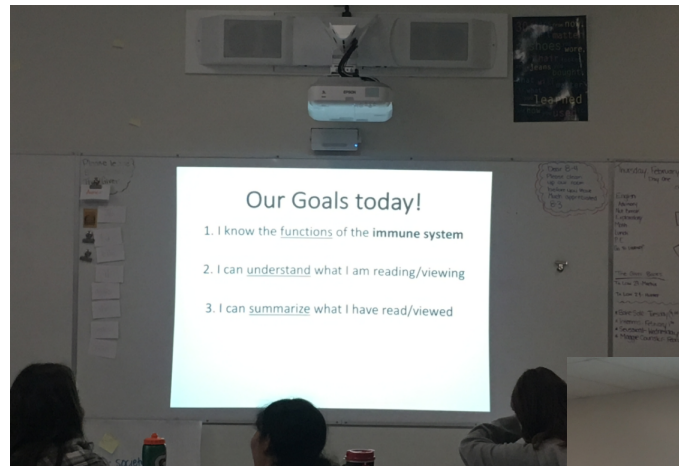
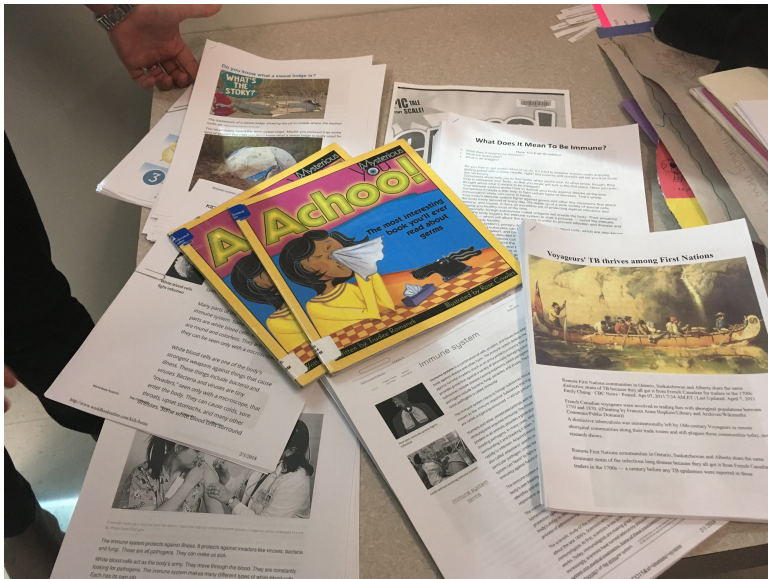
# Book club



**Dates: March 1, April 19<sup>th</sup>**

Appies and non-alcoholic drinks provided.

# Sharing Our Day! Skaha Lake Middle



# Following one student

- Gives us feedback
- Helps to inform our practice
- Keeps us reflecting
- Gives us data on how things change – informs our practice as a group

# Your Inquiry Focus – Box 1

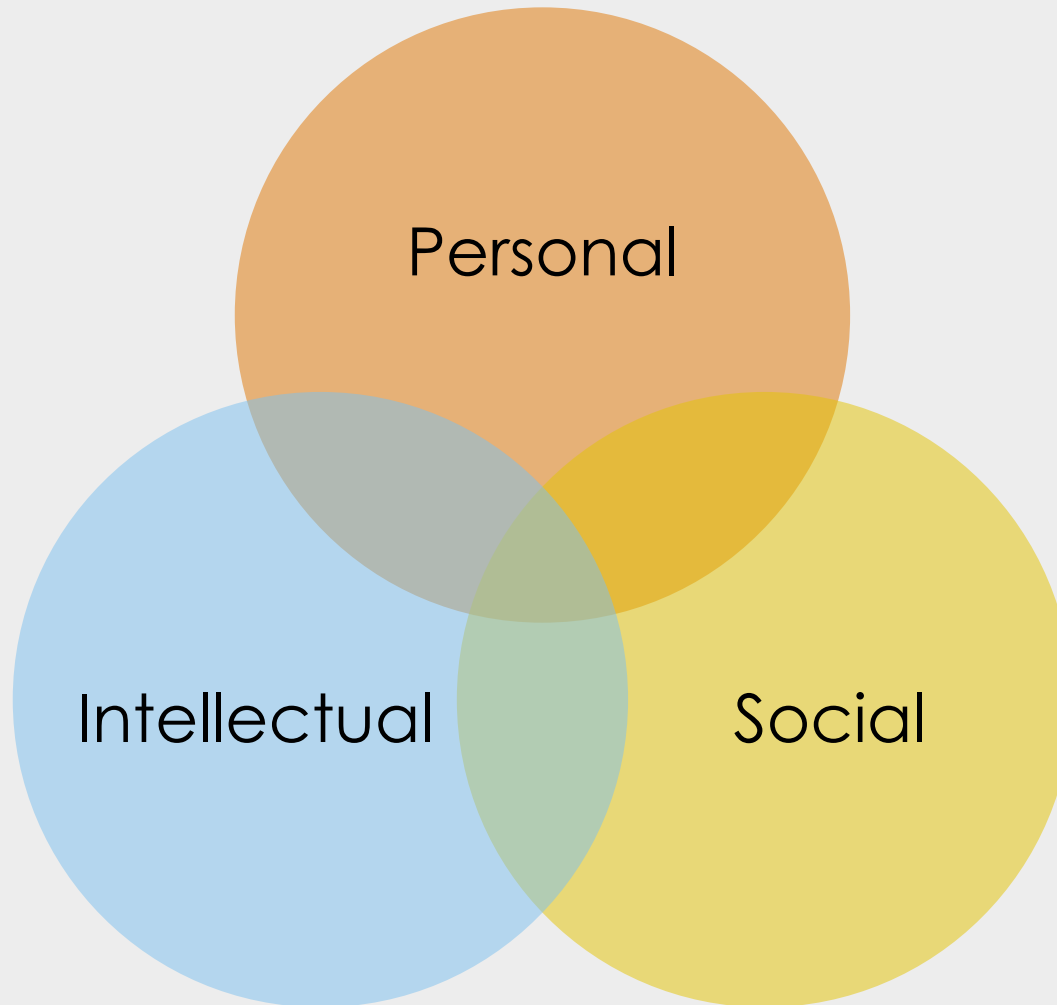
*“There is no one way of being inclusive. Addressing diversity can be achieved in many ways, depending on the history, experience, knowledge and philosophies of the stakeholders involved.” – Shelley Moore*

*Share with someone you don't normally talk to. Speak to one question. – 3 mins.*

- What strategies do you use to support inclusion? Where in your day does inclusion work
- What did you try?
- What is still hard for you? What questions do you still have?

# Purposes **IN** a Place

**Place**



# Curricular Purpose

# Who are our pilots!?

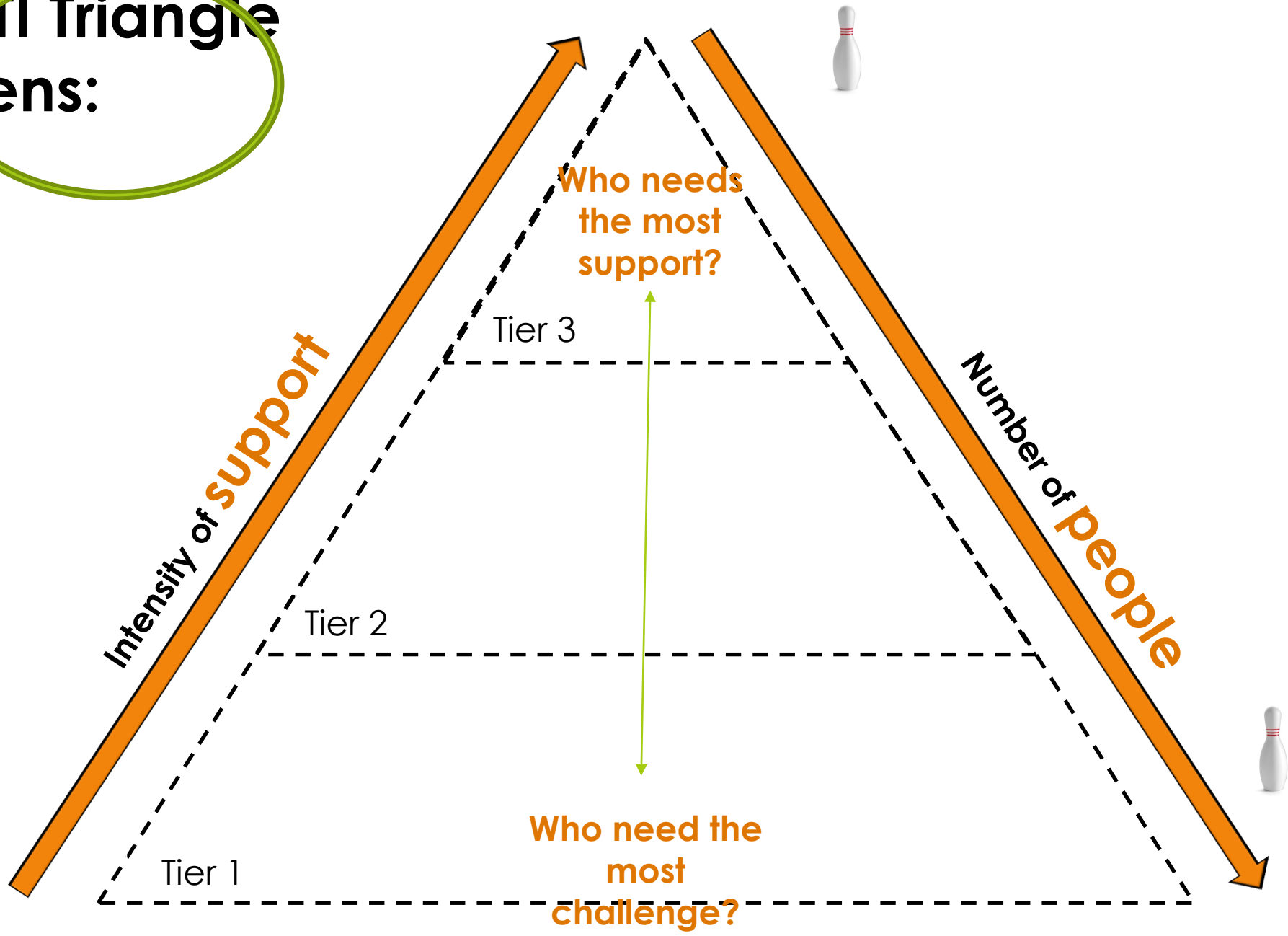


**WHO  
are we?**

**RTI**

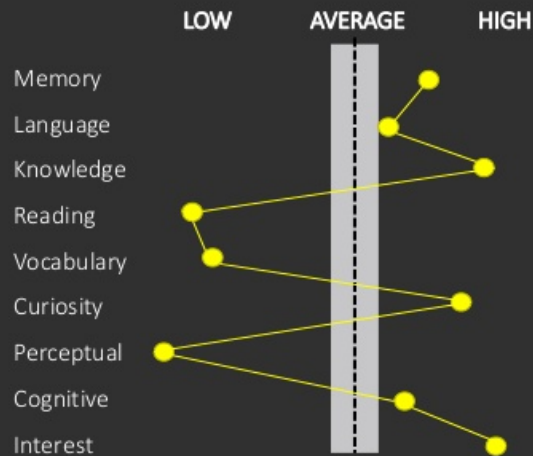
**Response to Instruction**

# RRI Triangle Lens:

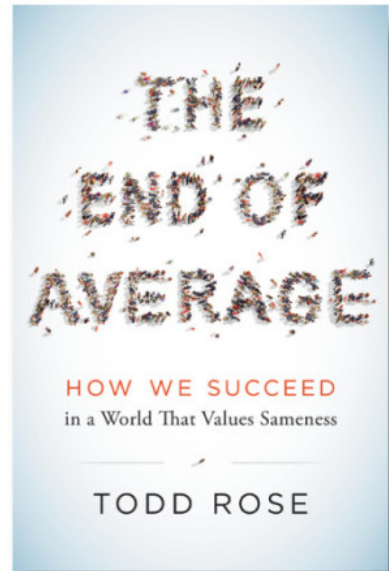


# The End of Average!

## 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)

# 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)

# **Backwards Design: Designing the plane!**

# Backwards Design: Choose the goals

## □ Content

- What do we need to know?

## □ Process

- What do we need to do?

# What is different? The ratios!

## PRESCRIBED LEARNING OUTCOMES BY GRADE

### GRADE 4

#### *Processes and Skills of Science*

*It is expected that students will:*

- make predictions, supported by reasons and relevant to the content
- use data from investigations to recognize patterns and relationships and reach conclusions

#### *Life Science: Habitats and Communities*

*It is expected that students will:*

- compare the structures and behaviours of local animals and plants in different habitats and communities
- analyse simple food chains
- demonstrate awareness of the Aboriginal concept of respect for the environment
- determine how personal choices and actions have environmental consequences

#### *Physical Science: Sound and Light*

*It is expected that students will:*

- identify sources of light and sound
- explain properties of light (e.g., travels in a straight path, can be reflected)
- explain properties of sound (e.g., travels in waves, travels in all directions)

#### *Earth and Space Science: Weather*

*It is expected that students will:*

- measure weather in terms of temperature, precipitation, cloud cover, wind speed and direction
- analyse impacts of weather on living and non-living things

# 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?

# The goal ratios have shifted



## Area of Learning: SOCIAL STUDIES

Grade 8

### BIG IDEAS

The increasing interconnectedness of global society carries both positive and negative consequences.

Discoveries and innovations can result in progress or decline.

The pace, pattern, and direction of historical change is the product of a highly variable and unpredictable set of processes.

Intercultural contact and conflict lead to multiple complex experiences and perspectives.

### Learning Standards

#### Curricular Competencies

Students will develop competencies needed to be active, informed citizens:

- Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions)
- Compare different interpretations and assessments of the significance of people, places, events, and/or developments over time and place (significance)
- Ask questions and corroborate inferences about the content, origins, and purposes of multiple sources (evidence)
- Determine key historical turning points that led to progress and decline for different groups (continuity and change)
- Test and/or develop different geographic models and theories (continuity and change)
- Determine and assess the long- and short-term causes and the intended and unintended consequences of an event, decision, or development (cause and consequence)
- Explain different perspectives on past or present people, places, issues, and events, and distinguish between worldviews of today and the past (perspective)
- Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)
- Make reasoned ethical judgments about controversial actions in the past and present after considering the context and standards of right and wrong (ethical judgment)

#### Concepts and Content

Students will know and understand the following concepts and content related to **Canada and the Early Modern World (15th to 18th Century)**:

- relationships between expansion, exploration, and colonization
- interactions and exchanges between explorers and indigenous people, including Europeans and Aboriginal people in North America
- social, political, and economic systems and structures, including those of at least one indigenous society in the world
- religious systems and spiritual practices, including those of at least one indigenous society in the world
- scientific, philosophical, and technological innovations in this period, including cartography and navigation
- the relationship between humans and the physical environment

# Flip Book

**M**iserable

**T**wo-toed

**L**izard



Miserable

Two-toed

Lizard



BIG IDEA

### Context

(Teacher & Student interests decide what kids need to understand)

Content

### Scope & Sequence

(Society/department decides what kids need to know)

Curricular Competencies

### Responsive

(Teacher decides what their class needs to do)

Core Competencies

### Responsive

(Kids decide what they/their class need to become)

Teacher Evaluation

Student Evaluation

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Core Competencies

### Responsive

(Kids decide what they/their class need to become)

Teacher Evaluation

Student Evaluation

<b>Grade:</b>	<b>Subject Area:</b>	<b>Planning Team:</b>
Big Idea:		Unit Guiding question:
Content Goal		
Curricular Competency Goal		
Curricular Competency Goal		
Curricular Competency Goal		
Core Competency Goal		

Grade:9	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	
Core Curricular Competency Goal	I can persevere through a challenge task	

Grade: 2/3	Subject Area:	Planning Team:
Big Idea: ADST, Science, Art, Language Arts (output) - play, curiosity, forces, influence movement, creative expression, risk taking, language & joy		Unit Guiding question: Who are our monsters? How many ways can we catch a monster?
Content Goal - Art		I know expectations to use materials safely I know expectation for working on my own and in a group when I am creating
Content Goal: Science		I know types of forces
Content Goal: Language arts		I know elements of a story
Curricular Competency Goal: ADST		I can make a monster trap
Curricular Competency Goal: Science		I can plan and test my monster trap
Curricular Competency Goal: Art		I can explore and create using art processes and materials
Curricular Competency Goal: LA		I can create a story for an audience

Grade: Grade 10	Subject Area: Science	Planning Team: Carihi Secondary
Big Idea: Chemical processes require energy change as atoms rearrange		Unit Guiding question: What is an atom? How and why to they rearrange?
Content Goal 1:	<b>I know that energy changes</b> during chemical reactions	
Content Goal 2:	<b>I know the practical applications and implications</b> of chemical processes, including First Peoples perspectives	
Curricular Competency Goal: I can plan and construct by:	Assessing risk and addressing ethical, cultural, and/or environmental issues associated with their proposed methods and those of others	
Curricular Competency Goal: I can process and analyze data and information by:	Applying First People's principles perspectives and knowledge, other ways of knowing and local knowledge sources of information	
Curricular Competency Goal: I can evaluate by:	Considering social, ethical, and environmental implications of the findings from their own and others' investigations	
Curricular Competency Goal: I can communicate by:	Formulating physical or mental theoretical models to describe a phenomenon	

# Backwards Design: What are we teaching?

<b>Grade: 8</b>	<b>Subject Area: French</b>	<b>Planning Team:</b>
Big Idea: We can express ourselves and talk about the world around us in French	Unit Guiding question: How is Canadian culture similar/ different to Francophone cultures around the world?	
Content Goal:	I know French culture	
Curricular Competency Goal	I can Identify & Share info	
Curricular Competency Goal	I can Describe similarities & differences	
Curricular Competency Goal	I can Exchange ideas & information orally & in writing	

<b>Grade: 8</b>	<b>Subject Area: Language Arts/ Science</b>	<b>Planning Team: Angela, Crow, Jessa Shelley</b>
<p>Big Idea: People understand text differently depending on their worldviews and <b>perspectives</b>.</p> <p><b>Questioning</b> what we hear, read, and view contributes to our ability to be educated and engaged citizens.</p>		<p>Unit Guiding question:</p> <p>How do we understand text differently depending on our perspectives?</p> <p>How can questioning what we hear, read and view allow us to be educated and engaged citizens?</p>
Content Goal	I know the relationship of micro- organisms with living thing (vaccination and antibiotics)	
Curricular Competency Goal: Comprehend and connect	I can assess information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy and reliability	
Curricular Competency Goal: Comprehend and connect	I can apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking	
Curricular Competency Goal: Create and communicate	I can exchange ideas and viewpoints to build shared understanding and extend thinking	
Curricular Competency Goal: Create and communicate	I can use writing and design processes to plan, develop and create engaging and meaningful literary and informational texts for a variety of purposes and audiences	

**Guiding Unit Question:** How do we understand text differently depending on our perspectives?  
 How can questioning what we hear, read and view allow us to be educated and engaged citizens?

**Lesson Goal(s):**

I know that micro organisms affect living things/I know the basic functions of the immune system  
 I can understand what I am reading/viewing & I can summarize what I have read/viewed

**Date:** Feb. 1, 2018

**Connecting Activity:** Picture Set (,

**Mini Lesson: Magnet Strategy – Model with immune text**

**Choice texts (multiple levels, video to choice,**

Processing Tasks				
I Need to...	I Must...	I Can...	I Could...	I Can Try to...
Choose a text and read or view it, identify the topic	Circle the Hashtag word for each paragraph *or 1 min chunk)	Underline 3-4 additional detail to support/connected to my hashtag word	Create a summarized statement of your text, by using your hashtag and supporting details	Connect hashtags with other articles
Access	All	Most	Few	Challenge

**Supports**

**Essential:**

**Targeted:**

Multiple levels of text  
 Different text perspectives  
 Using visuals, task **break down, chunking,**

**Universal**

- Pattern work, choice of text,



**Transforming & Personalizing Activity:**

**What is one thing I learned today?**  
**What helped me learn today?**  
**How does this connect to me?**

# English 8

# Our Goals today!

1. I know the functions of the **immune system**

2. I can understand what I am reading/viewing

3. I can summarize what I have read/viewed

# Connect: Picture Set

1. Partner A closes their eyes/ or turns away from the screen
2. Partner B looks at the screen and describes the picture
3. Partner A makes some guesses about what the picture is about
4. Partner B turns around and share ideas about what the picture is about
5. Talk about how the pictures connect
6. Switch

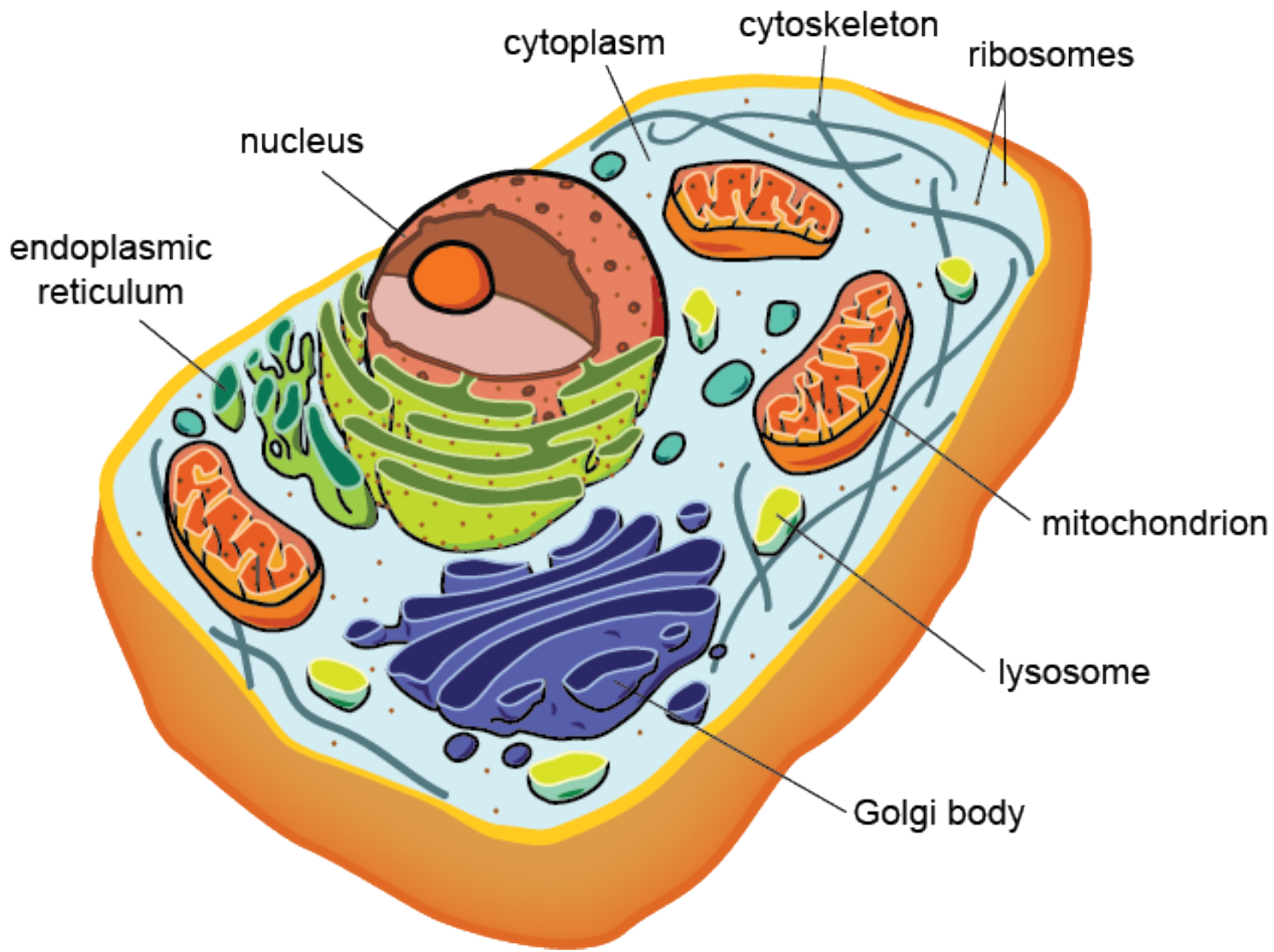


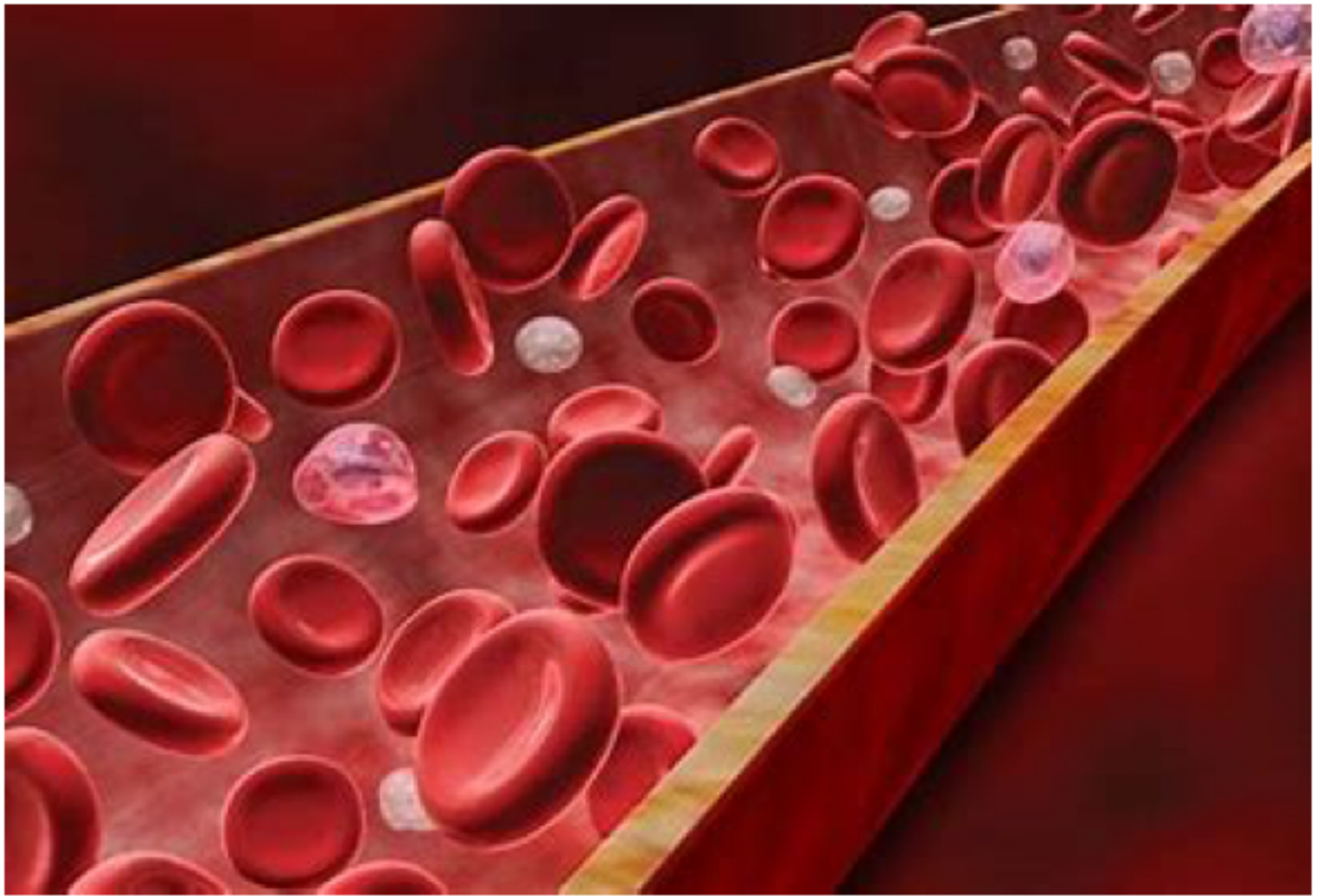


















# Connect: Picture Set

You and your partner come up with 3 # hashtags for the picture sets

1. #

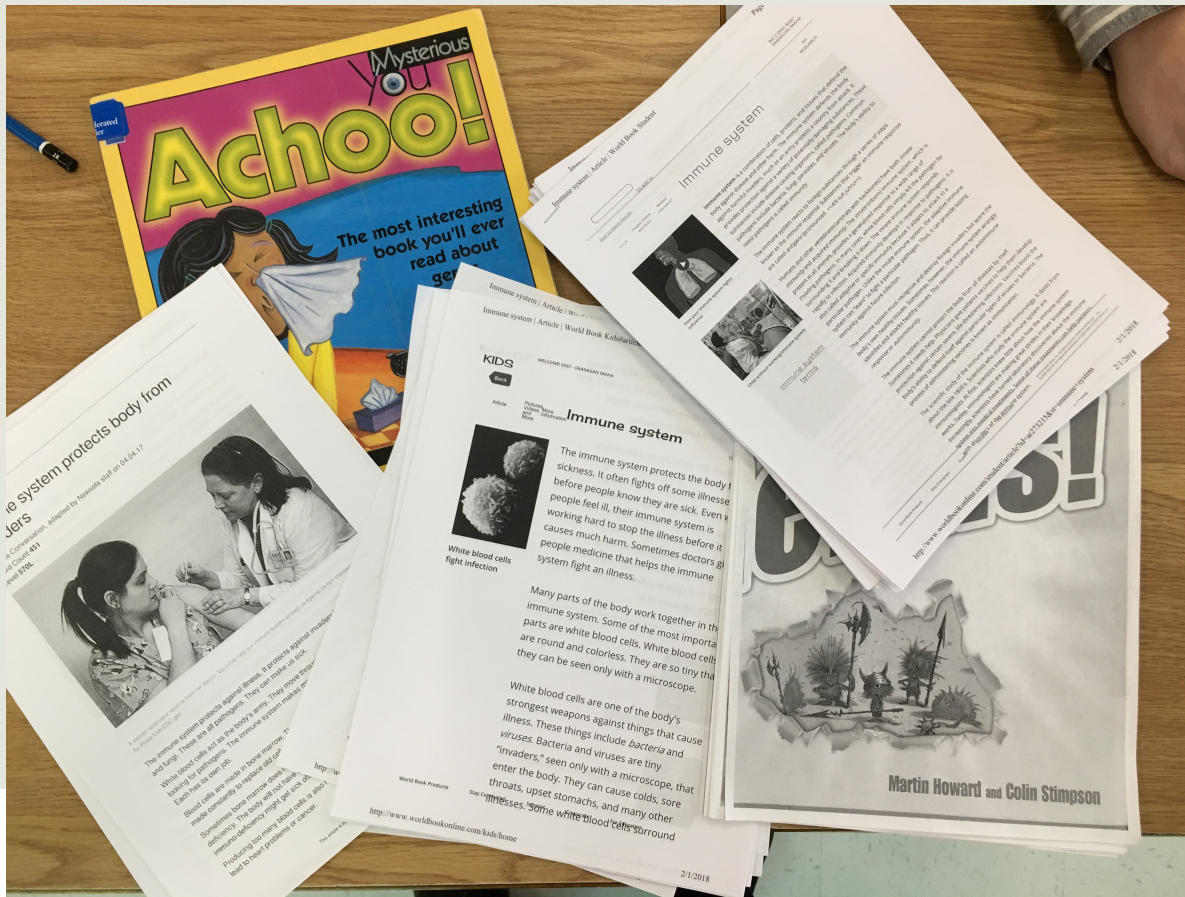
2. #

3. #

Add hashtags to board

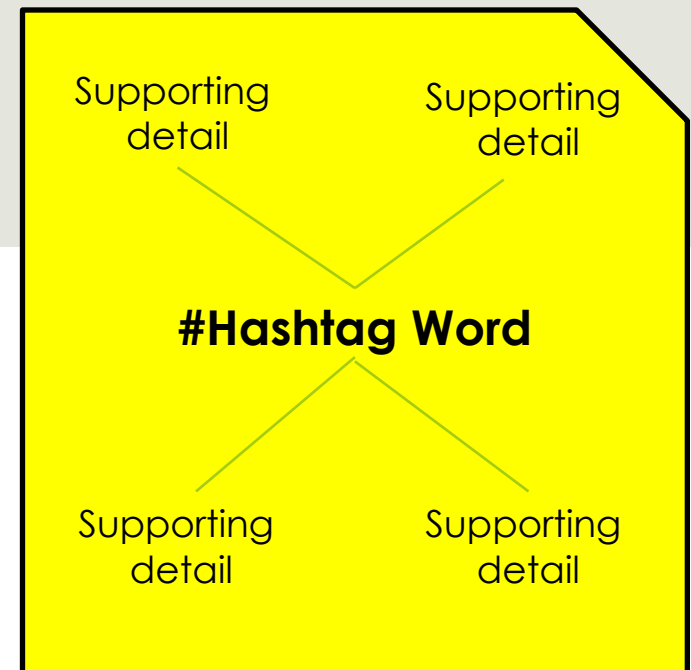
# Process: Hashtag Strategy

Choose a text with your partner



# Process: Hashtag Strategy

1. Skim the article and look at the text features with your partner
2. Read a paragraph
3. Circle the MOST important word #hashtag word
4. Underline 3-4 supporting words that connect to the #hashtag word
5. Make a mind map on your post it note



# Immune cells work overtime to protect against illness

By The Conversation, adapted by Newsela staff on 04.04.17

Word Count 902

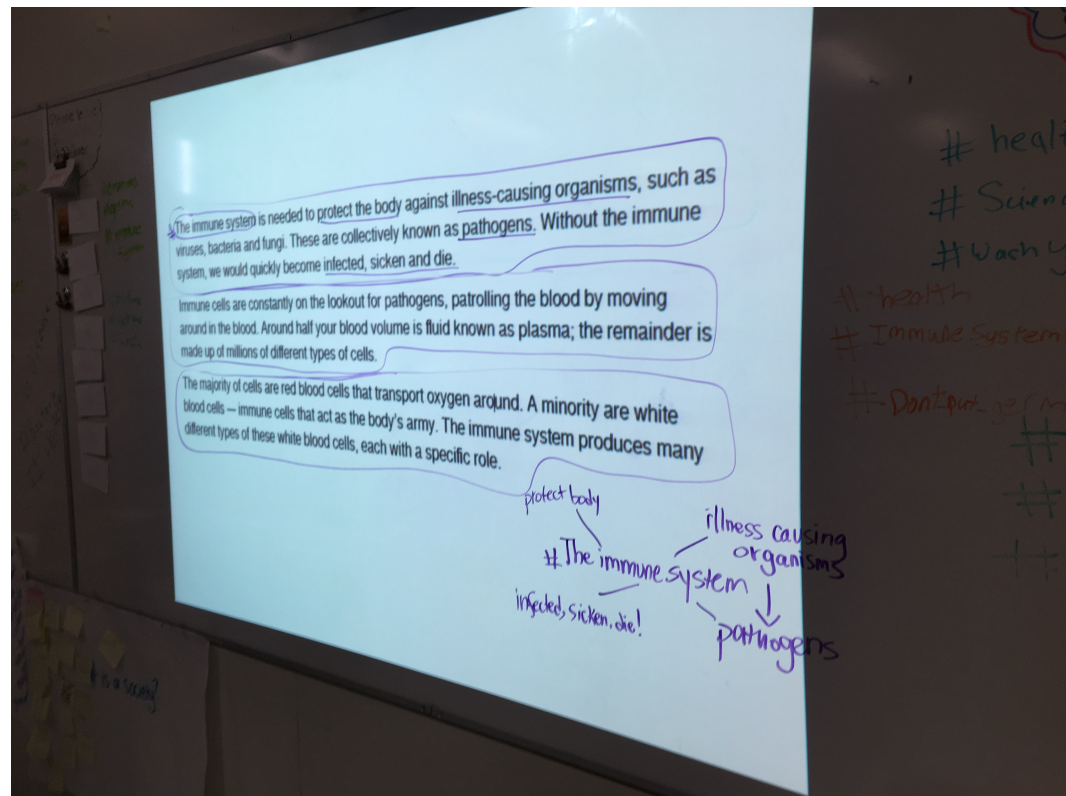
Level 1140L



The immune system is needed to protect the body against illness-causing organisms, such as viruses, bacteria and fungi. These are collectively known as pathogens. Without the immune system, we would quickly become infected, sicken and die.

Immune cells are constantly on the lookout for pathogens, patrolling the blood by moving around in the blood. Around half your blood volume is fluid known as plasma; the remainder is made up of millions of different types of cells.

The majority of cells are red blood cells that transport oxygen around. A minority are white blood cells — immune cells that act as the body's army. The immune system produces many different types of these white blood cells, each with a specific role.



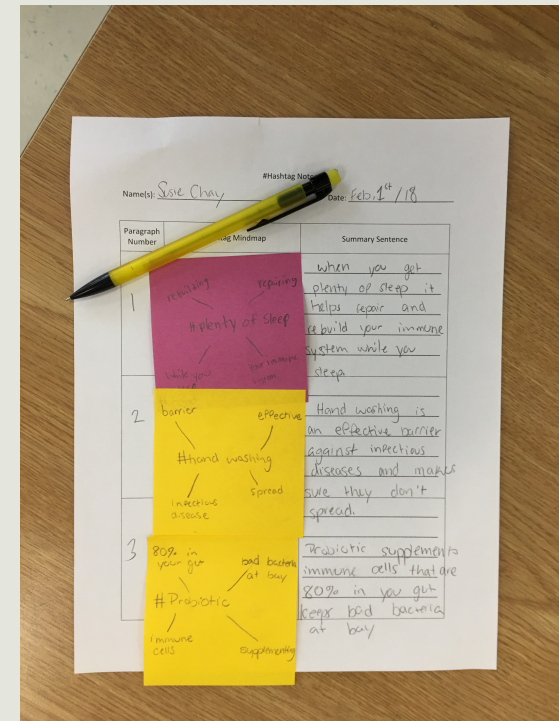
# Process: Hashtag Strategy

6. Continue with another paragraph
7. Put post it notes on note making summary form
8. Make a summary sentence using all of your #hashtag words
9. Choose another text

Paragraph #	Post it note	Summary Sentence
1		

# Supports you can access

1. Work with a partner
2. Choice of text
3. Choice of where to work in the class
4. Someone can read aloud the text
5. Someone can be the recorder



# Our Goals today!

1. I know the functions of the **immune system**
2. I can understand what I am reading/viewing
3. I can summarize what I have read/viewed

# Exit out the door

Choose a Question

1. What did you learn today
2. What helped you learn today
3. How does this connect to your life

**Name**



Caleb what helped  
me learn today  
was the power  
point

---

2

Ashley

1: today I learned  
that antioxidants are  
pretty much the same  
as immune boosting  
herbs.

Chay 2 having  
more teachers in  
the room made me  
concentrate better in  
the class room.

Madi  
what helped me  
learn today was  
learning with  
# tags.

# What did you notice?

- Students were engaged
- Connect activity helped build their prior knowledge
- Novelty of the hashtag
- Social – got to share, vocalize
- Visuals engaging (and fun) and accessible, low stress
- Pace
- We got through a lot
- They were all reading and writing words!!!
- Strategy helped them summarize
- They chose a variety of texts
- Couldn't pick out the students who needed the most support
- Good co teaching match
- TOC got to watch and really liked it!

# What are your questions?

- How do we make this sustainable?
- How do we pull these ideas into our own practice?
- How do we find space in our schedule/day/structure of our school, for co planning and collaboration?
- How can we bring in our librarian to support with text sets?

# What is useful and what are your next steps

- Look at probability in math and pulling in the science piece – cross curricular
- Bring in social responsibly
- Help teachers to respond to students and help with collaboration – goal setting
- Picture set and visuals
- Ticket out the door
- Post it notes – a nice size
- Hashtag strategy (magnet notes)
- Using the small activities as formative feedback
- Gather the websites and resources to share

# Ideas you have gained today

## Your plan: Next steps

- ▣ Finish last 3 boxes on form
- ▣ Share new ideas you gained at table
- ▣ Share next steps at table

# Shelley Closer and ticket out the door

- EXIT SLIP – SOMETHING I AM EXCITED ABOUT, SOMETHING YOU WOULD LIKE US TO COVER NEXT TIME...