

# SHELLEY MOORE



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# Thinking back – Looking forward

- In your table groups share:
  - Something you tried
  - What you noticed
  - What questions came up
  - What are your next steps

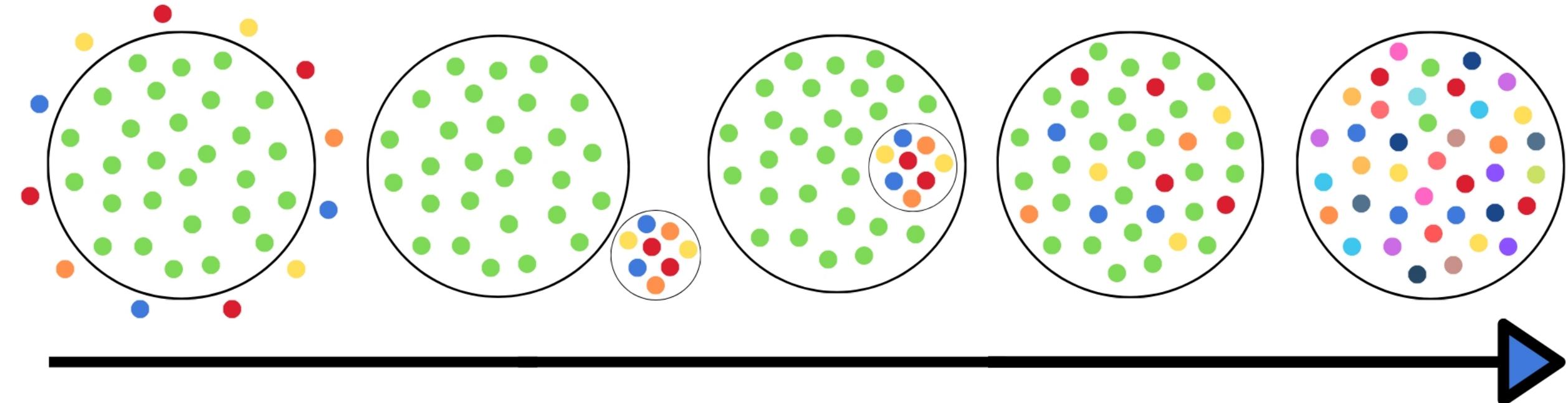
# Thinking back – Looking forward

- Find a partner from your home table:
  - Stand up!
  - Find a new partner pair
    - Something you tried
    - What you noticed
    - What questions came up
    - What are your next steps
  - Find a new partner pair
  - Find a new partner pair

# Today!

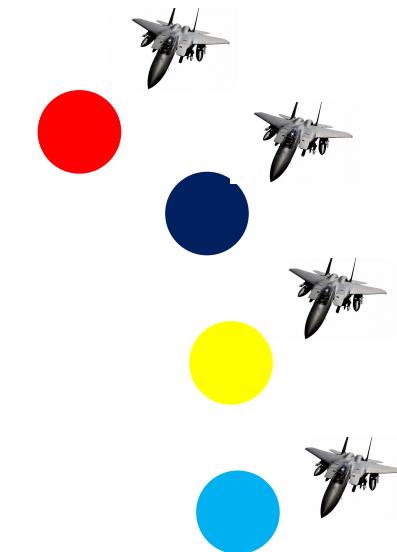
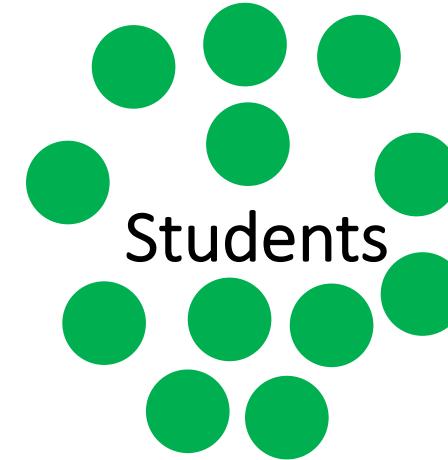
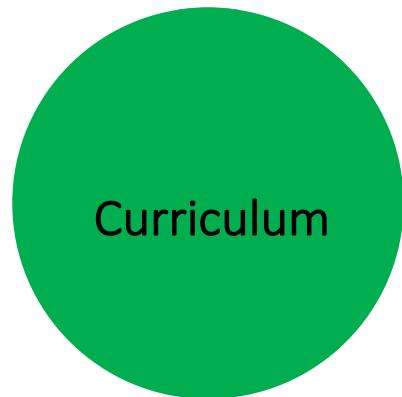
- Quick review of last session
- Backwards Design
- Lesson Design
- Examples
- Planning time

# WHAT IS INCLUSION?



Where are you on this continuum? What's the next step?

# WHAT'S THE DIFFERENCE?



# DESIGN: THE MOST UNDERUTILIZED SUPPORT



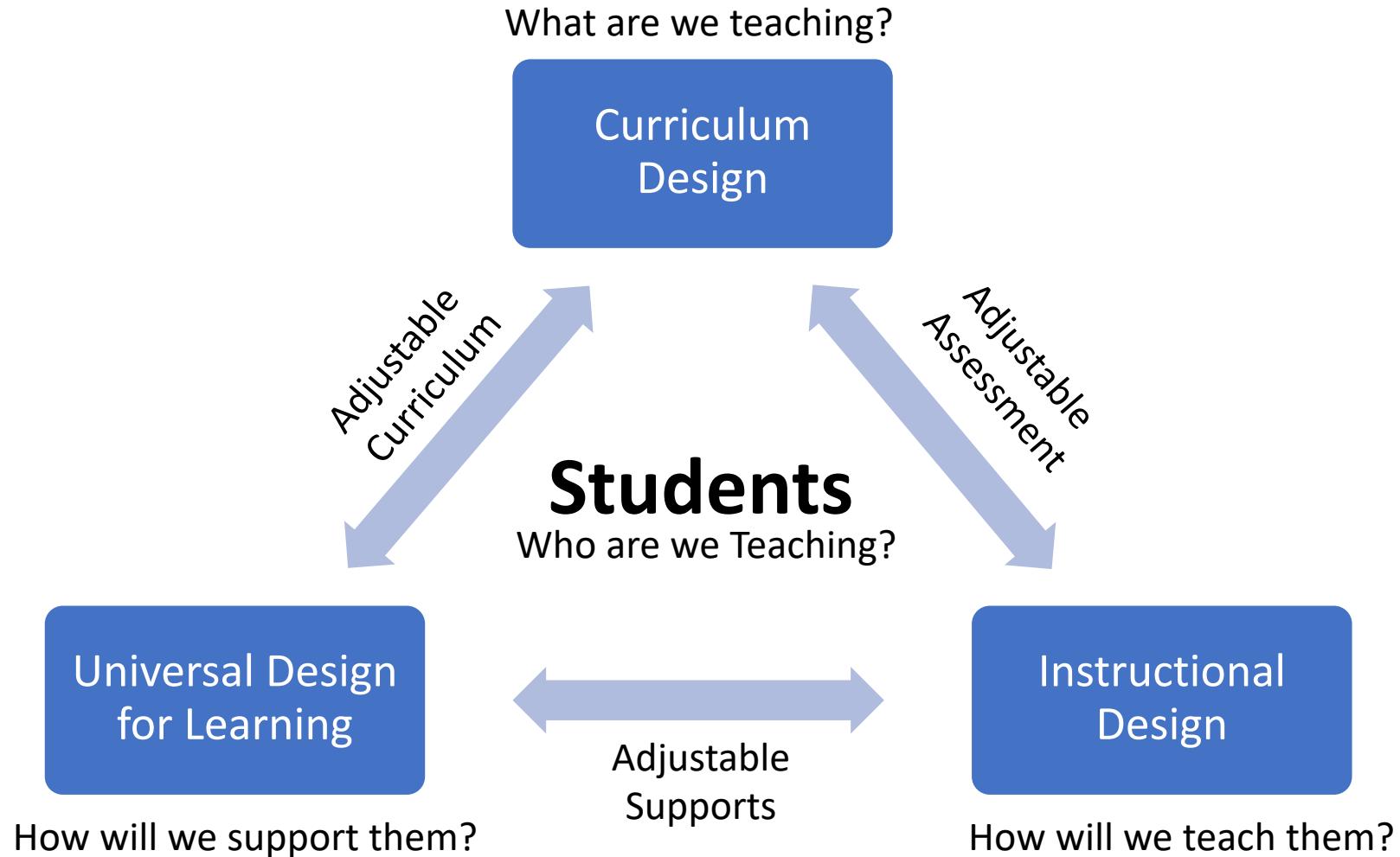
# HOW DO WE DESIGN AN ADJUSTABLE AIRPLANE?

- Who are the *pilots*? What is the range of *dimensions*?
- What kind of *planes* are the *pilots* flying?
- How is the *plane* *responsive* to the *pilot's* *dimensions*?
- How do the *pilots* make the *adjustments* they need to fly the *plane*?

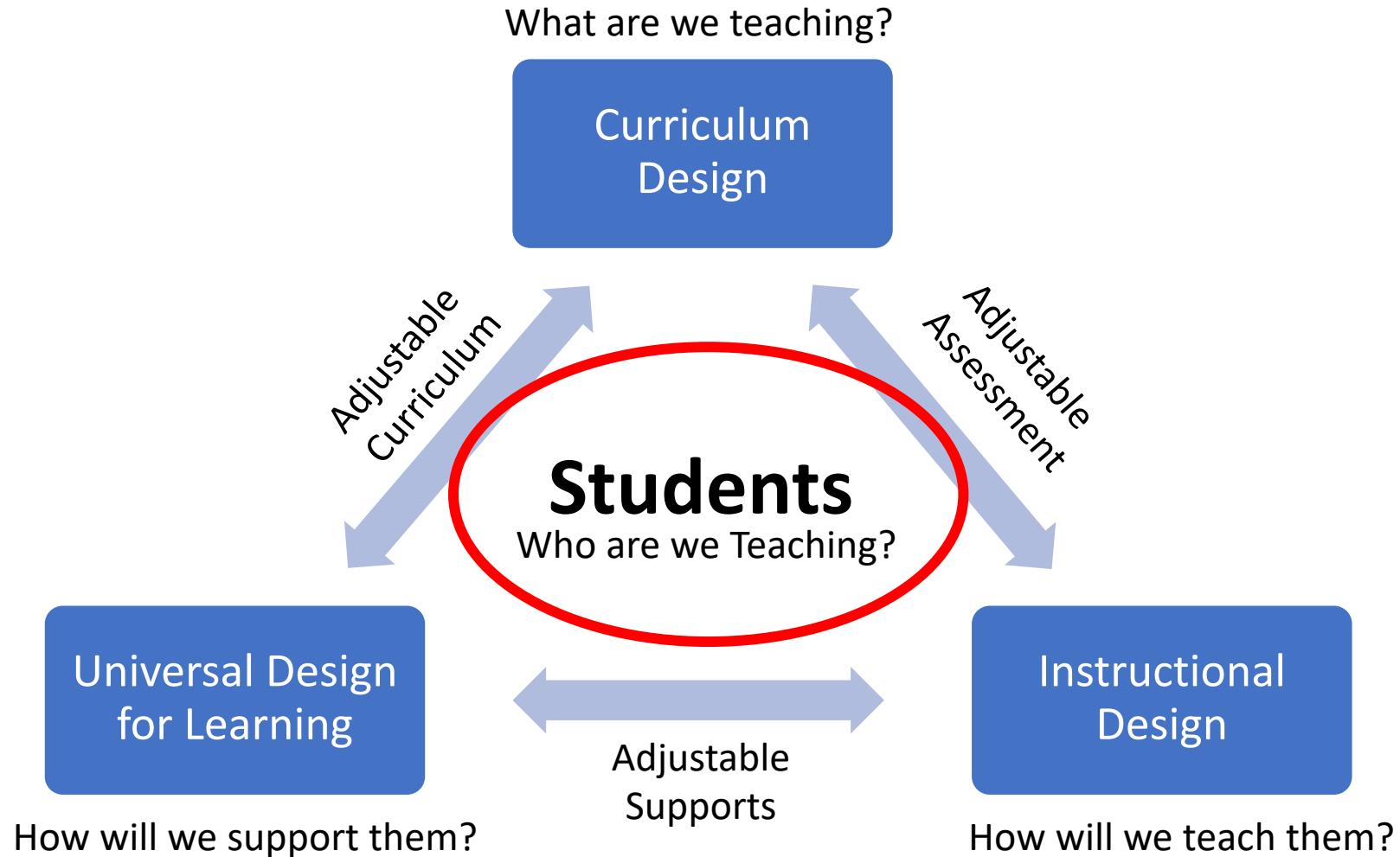
# HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

- Who are the **students**? What is the range of **diversity**?
- What kind of **curricula** are the **students** learning?
- How is the curriculum **responsive** to the **students** dimensions?
- How do the **students** make the **adjustments** they need to use the curriculum?

# Educational Architects: Designing with Equity in Mind



# Educational Architects: Designing with Equity in Mind





# **STRENGTH BASED PERSPECTIVES**

Class Review for: \_\_\_\_\_

Teacher(s): \_\_\_\_\_

(adapted from Brownlie & King, 2000)

Interests

Classroom Strengths

Classroom Stretches

Class Wide Structures

Class Wide Goals/ Competencies

Individual Considerations

Medical

Language

Learning

Socio-Emotional

Other

(adapted from Brownlie & King, 2000)

**Interests:** toys, acting, sports, family, going outside, food, art , stories, movies

**Classroom Strengths**

Get along with each other, strong speakers, hands on activities, helping each other, learning outside, predictability, one on one time

**Classroom Stretches**

Written output, transition time, unexpected events, peer feedback, working independently

**Class Wide Structures**

Hands on learning, get outside for learning, opportunities for movement, short focused tasks, centers, use all texts for input & output (written, visual, oral), conferencing, Daily 5, visuals and countdown for transitions, visual schedule

**Class Wide Goals/ Competencies**

We can help support each other to learn and play  
We can build and strengthen our learning muscles  
We know what supports we need to met a goal

**Individual Considerations**

**Medical**  
**S.M.**

**Language**  
K.M. - ELL  
L.L. - ELL  
P.G. - ELL

**Learning**  
**S.M. (cognitive)**  
L.L.  
F.C.  
**W.B.**

**Socio-Emotional**  
L.L., D.O. (anxiety)

**Behaviour**  
O.S.  
**W.B.**  
M.L.

**Interests:** sports, their community, history/culture, family, games, stories, being outside, food

**Classroom Strengths**

Identity, game based learning, visual learning, movement, choice, learning outside, building/hands on learning, technology, ok asking for help

**Classroom Stretches**

Staying on task/knowing the task, getting started, working together, comprehension, stamina, attendance, written output,

**Class Wide Structures**

20 min learning chunks, activity breaks/outside, vertical surfaces, choice of output (draw, write, speak, build), visual/ task checklists, choice of task (complexity/interest), goal statements, teach group skills, quiet zones, target interests/life , visuals, centers, choice, tech/ apps, conferencing, strategic groupings

**Class Wide Goals/ Competencies**

We can work together (Social Responsibility)  
We know our stories (Cultural Identity)

**Teacher Goal**

Utilizing UDL strategies in planning & design

Individual Considerations

**Visual**  
**M.L.**

**Language**  
S.L.  
J.Z.  
N.D

**Learning**  
V.D. (gifted)  
**A.F. (cognitive)**  
**S.L., Z.Z. (LD)**

**Socio-Emotional**  
V.D. (anxiety)  
S.L.

**Behaviour**  
Z.Z., O.A., D.F.

**Interests:** friends, each other, grades are a motivator, movies, comics, video games

**Classroom Strengths**

Social, funny, technology/ gaming, aware of their needs, know their strengths, advocate for help, need to move, they want to do well, being outside, work well together

**Classroom Stretches**

Building more strategies to SRL, balancing social and productivity/ learning, managing the use of supports and space, Being responsible and self aware, attention, stamina

**Class Wide Structures**

Flexible seating, hands on learning, standards based assessment, time to work together, growth mindset, get outside for learning, games for learning activities, mini lessons

**Class Wide Goals/ Competencies**

Communication (strength)  
Personal awareness & responsibility  
Creative thinking (in math)

**Individual Considerations**

**Medical**  
**K.M. (FASD)**

**Language**  
A.P. – ELL  
F.A - ELL

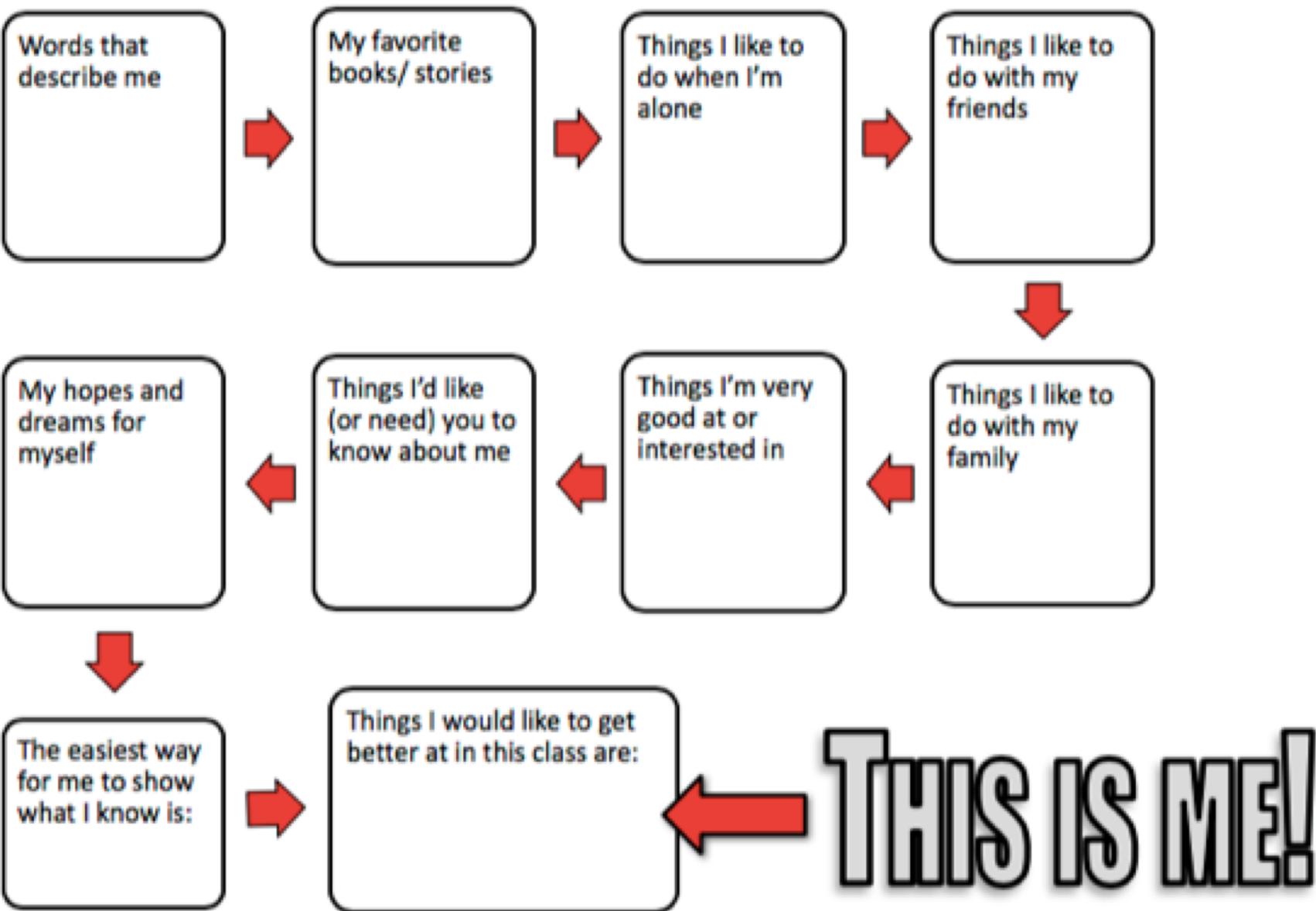
**Learning**  
**CH – LD**  
**PA**, RG, MK, KM

**Socio-Emotional**  
CH (withdrawn)  
MK, OW (anxiety)

**Self Regulation**  
KL (movement)  
IH, TK, BM  
(handing in things)

## Who Am I? Profile

Name:





# **SHIFTING OUR SUPPORT MODELS**

# The cupcake Model



Special Education

Medical Model

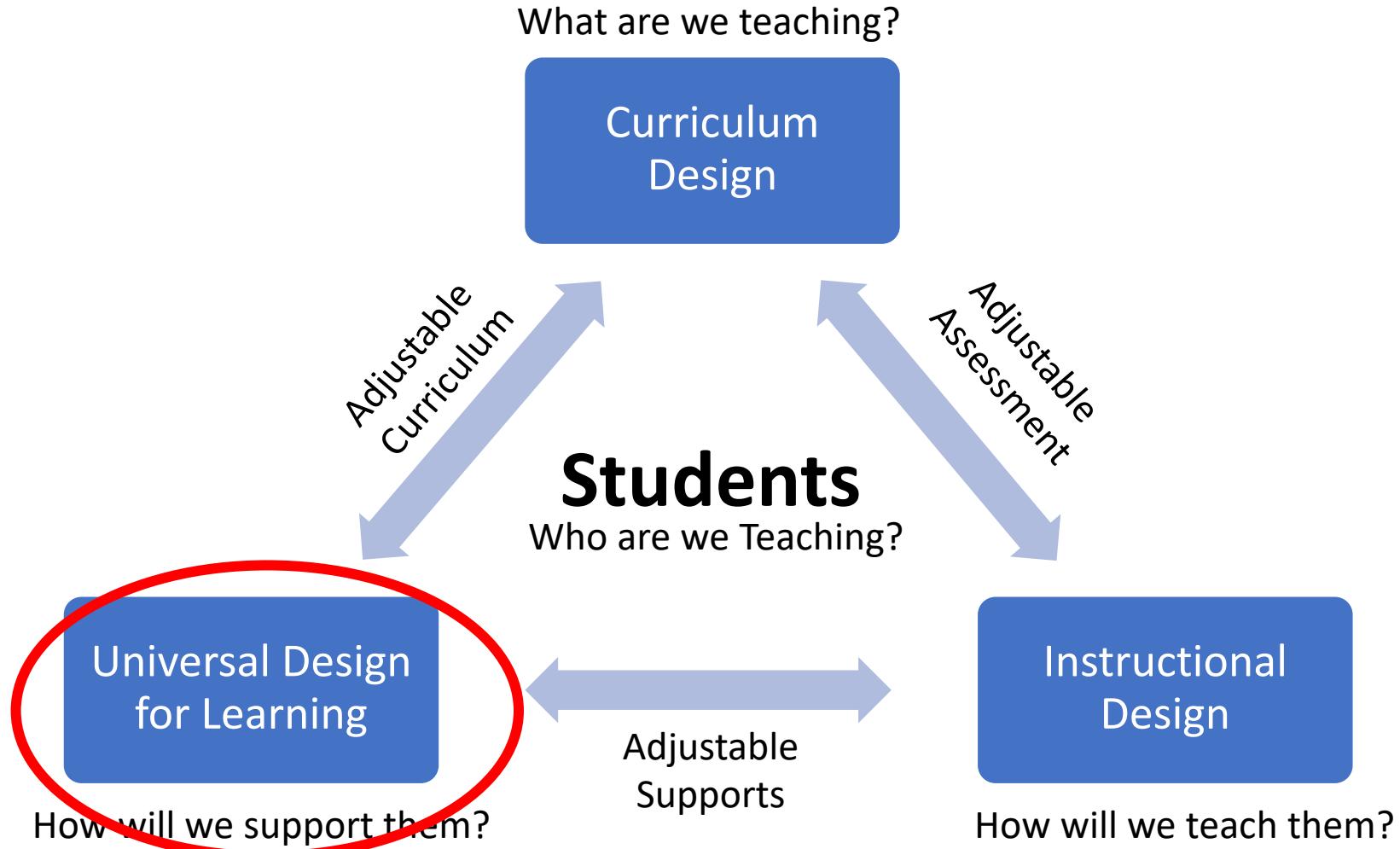
# The cupcake model



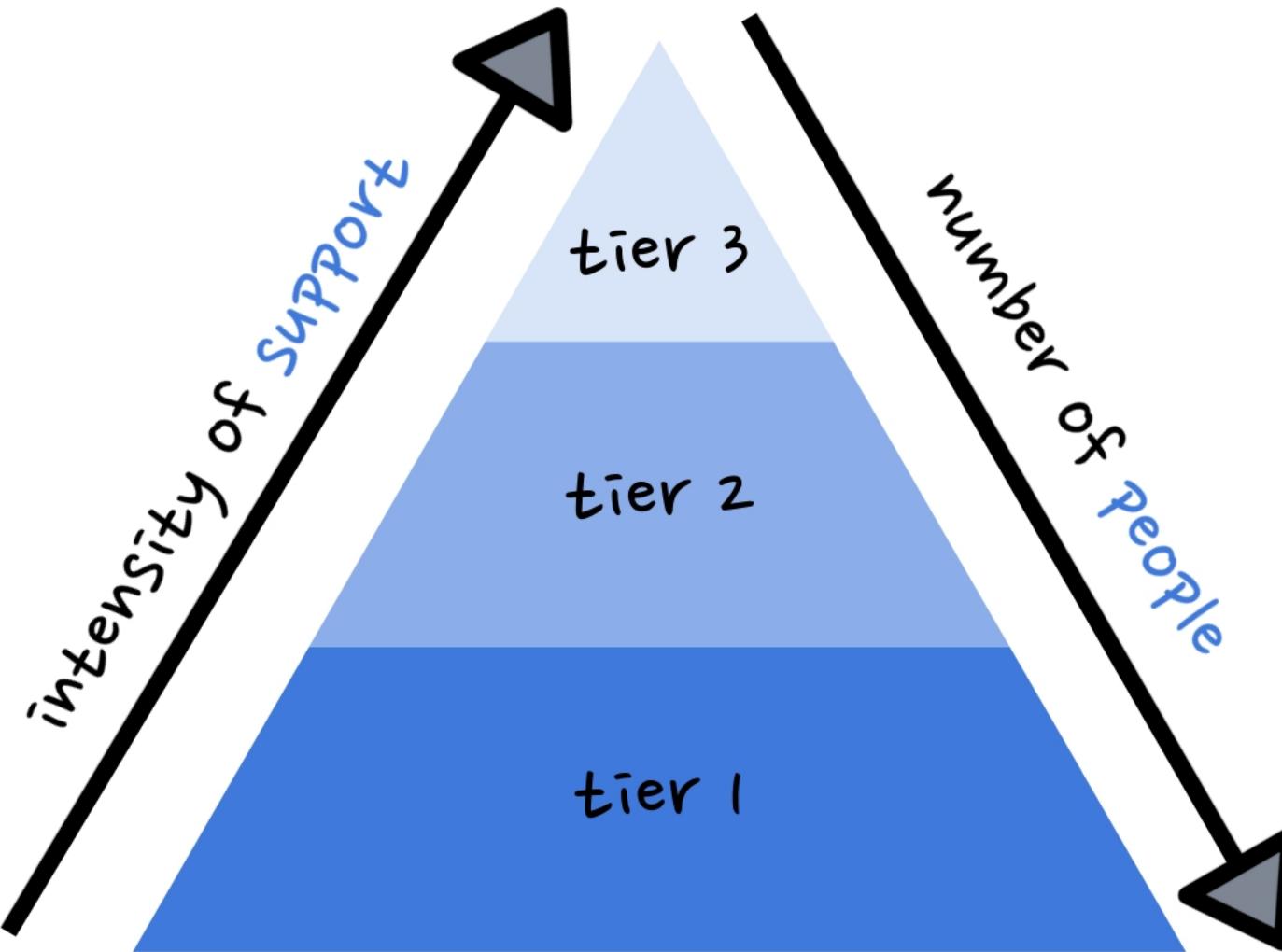
# The layered cake model



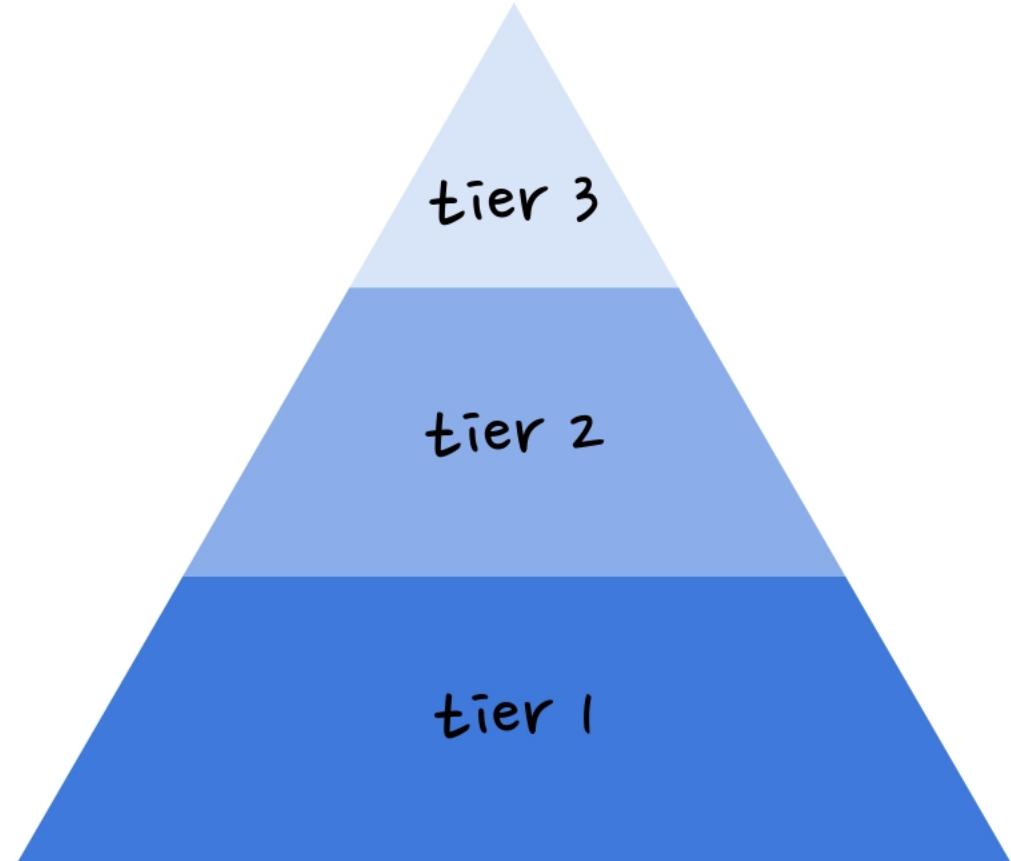
# Educational Architects: Designing with Equity in Mind



# RTI: RESPONSE TO INTERVENTION

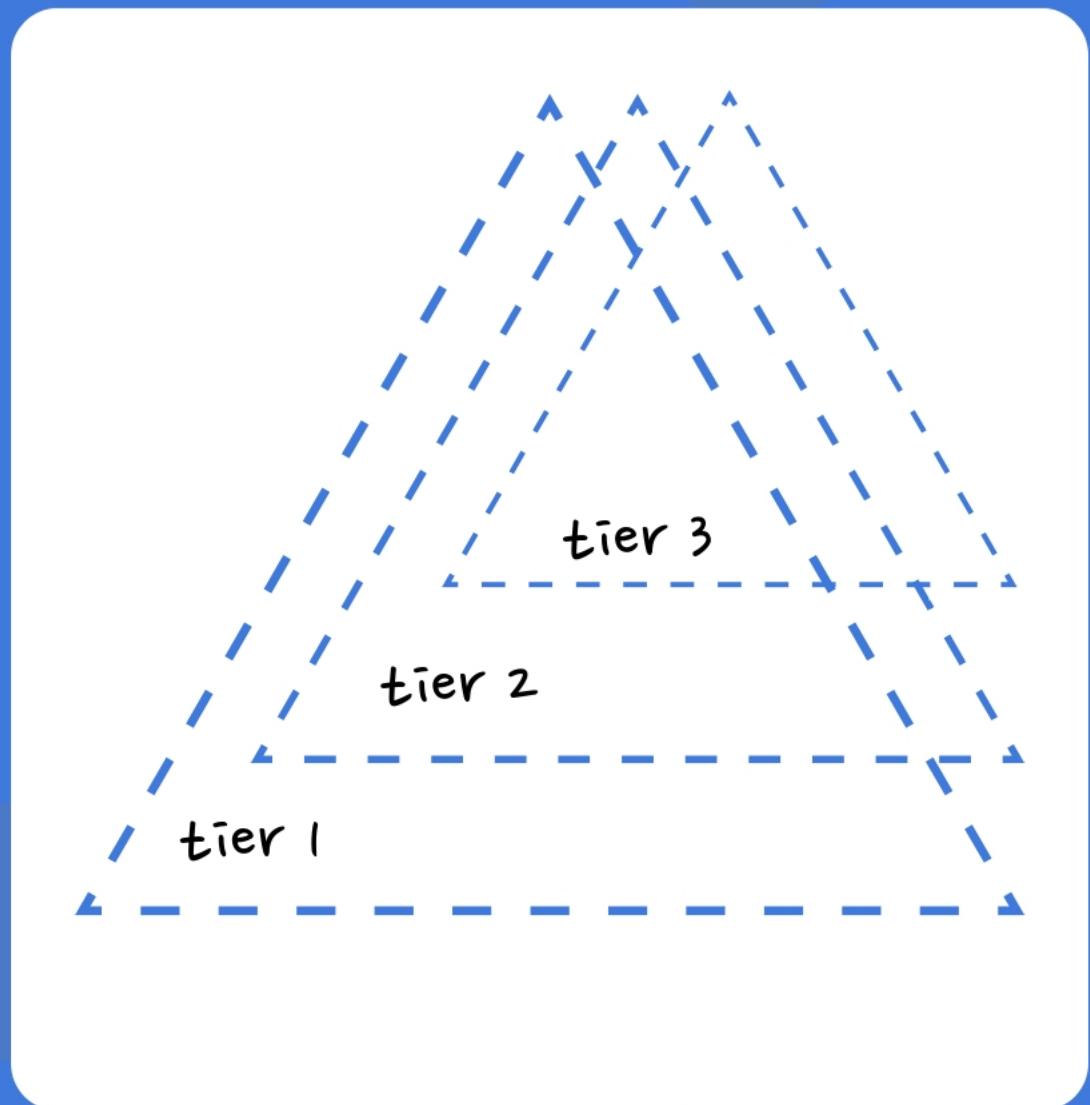


# RTI: RESPONSE TO INTERVENTION

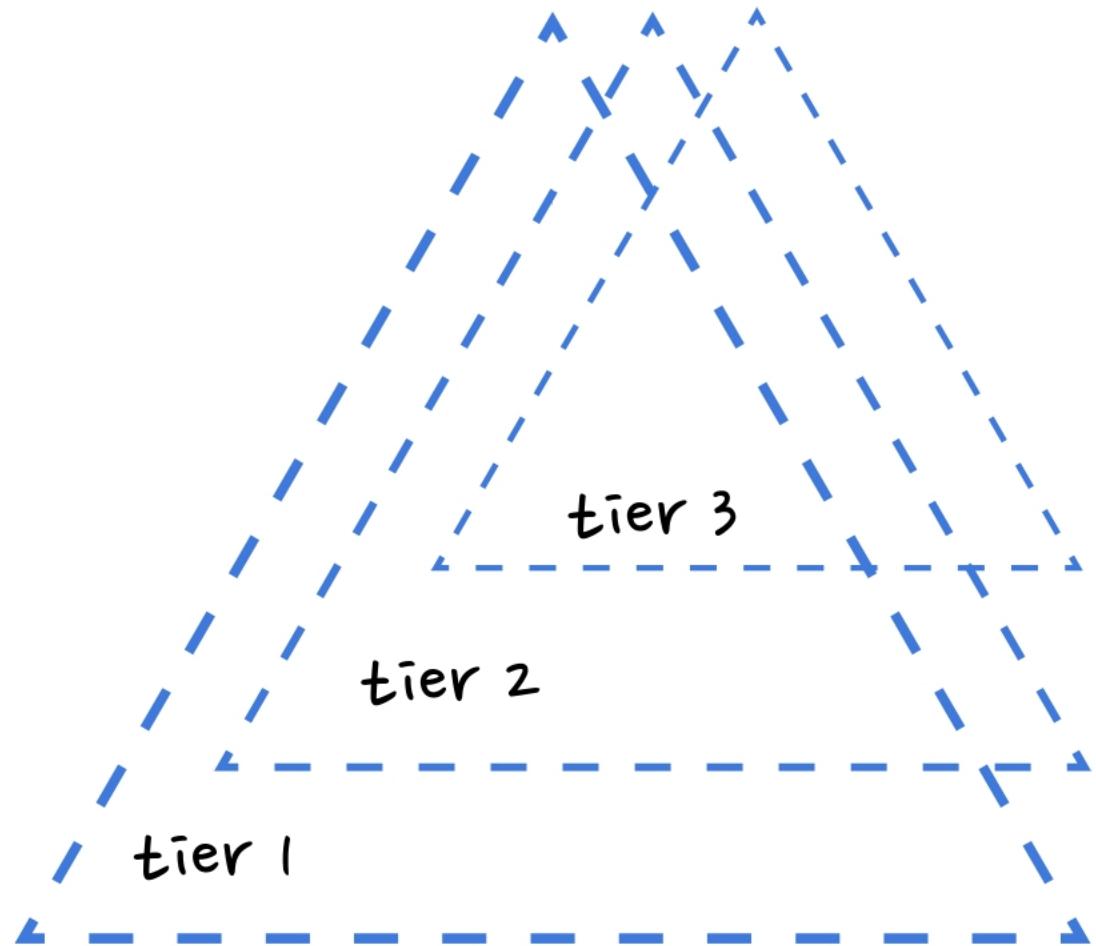


- early intervention of support
- assessment of students
- regulated supports

# RTI: RESPONSE TO INSTRUCTION



# RTI: RESPONSE TO **INSTRUCTION**



- early instruction of support
- assessment of the environment
- universal supports

# RESPONSE TO INSTRUCTION

- SUPPORTS are determined BEFORE teaching
- SUPPORTS are designed for specific students
- SUPPORTS are taught to ALL students
- SUPPORTS are available to ALL students



# THE SUPPORT EQUATION

**RTI** + **UDL** = **SRL**

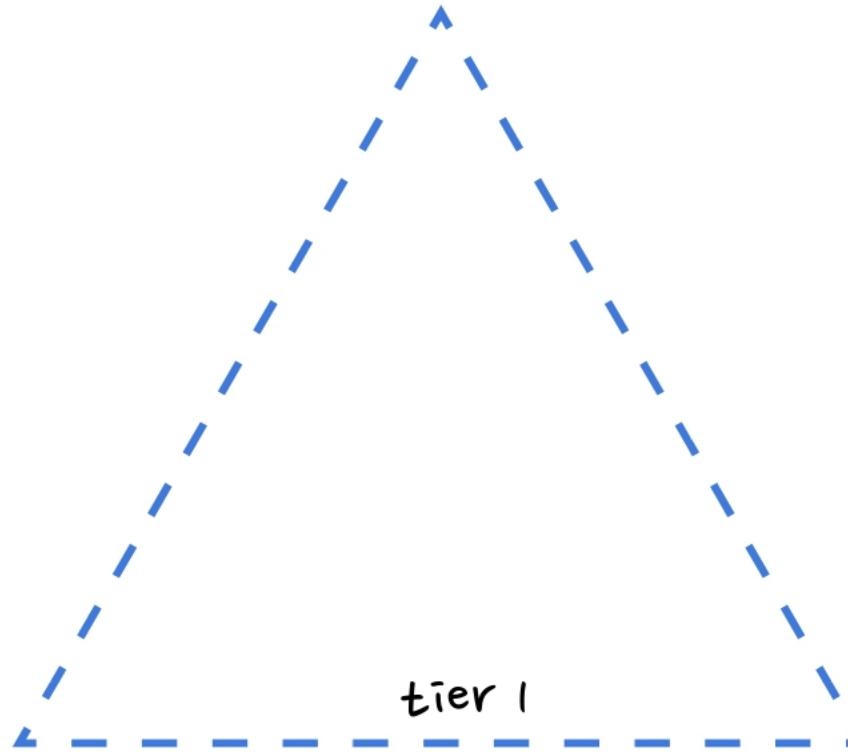
Response to  
Instruction

universal  
Design for  
Learning

Self Regulation  
for  
Learning



# RTI/MTLS: UNIVERSAL SUPPORTS



Designed for **one or more**; useful for **ALL**

# WHAT ARE THE STAIRS/ RAMPS FOR LEARNING?

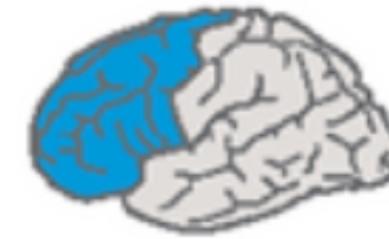
## Universal Design for Learning Guidelines



Provide Multiple Means of  
**Engagement**

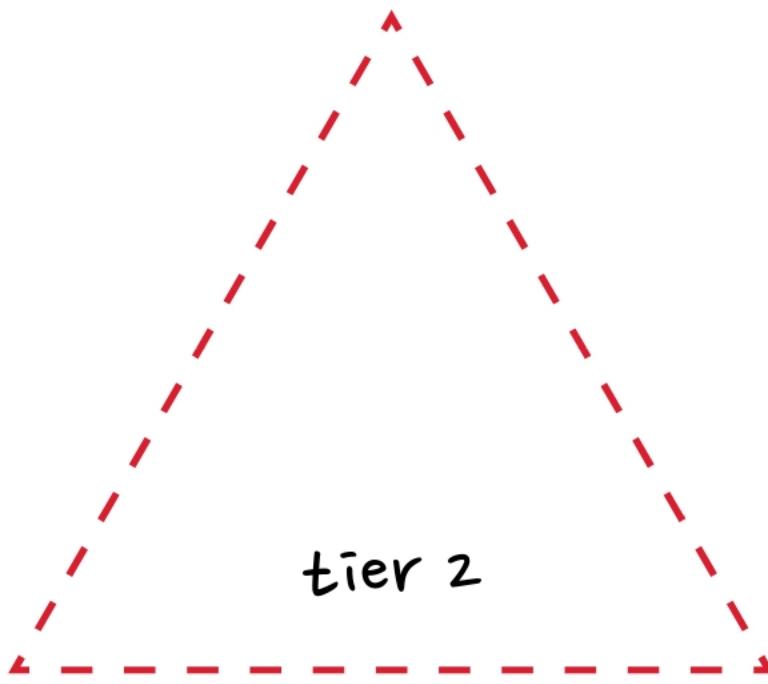


Provide Multiple Means of  
**Representation**



Provide Multiple Means of  
**Action & Expression**

# RTI/MTLS: TARGETED SUPPORTS



Designed for one or more; useful for some

# WHAT ARE THE RAILS FOR LEARNING?

What additional supports are needed for targeted needs to meet the goal?

Learning  
Disability (LD)



Autism Spectrum



LGBTQ2S



Fetal Alcohol  
Syndrome



Refugee

English Language  
Learners (ELL)

At risk

cultural/ Indigenous

Trauma

Attention Deficit/  
Hyperactivity (AD/HD)

Anxiety/  
Mental Health

Behaviour

# RTI/MTLS: ESSENTIAL SUPPORTS



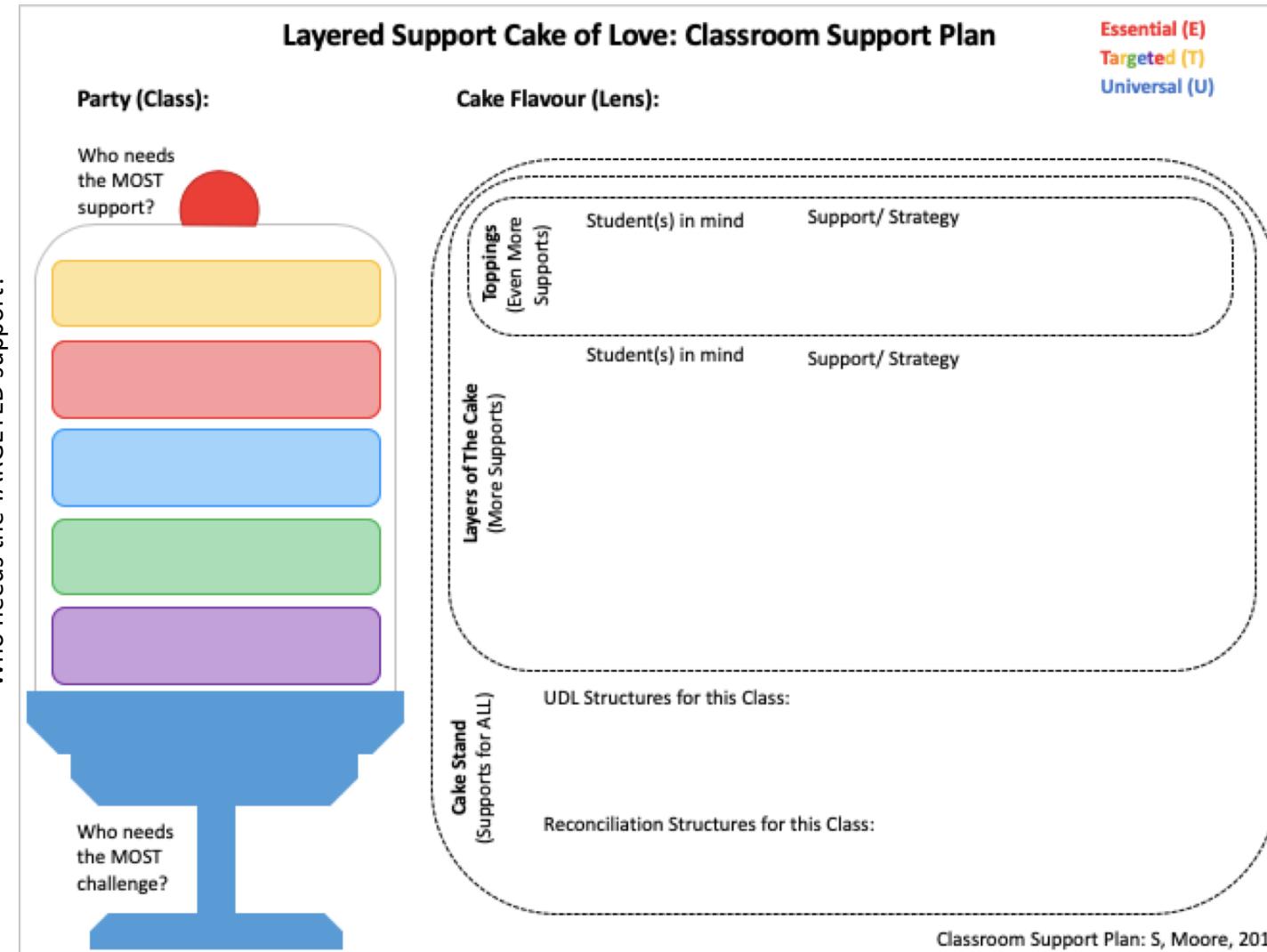
Designed for one; useful for one

# WHAT ARE INDIVIDUALIZED SUPPORTS FOR LEARNING?

What essential supports are needed to meet the goal?



# STRATEGY: RTI/MTLS

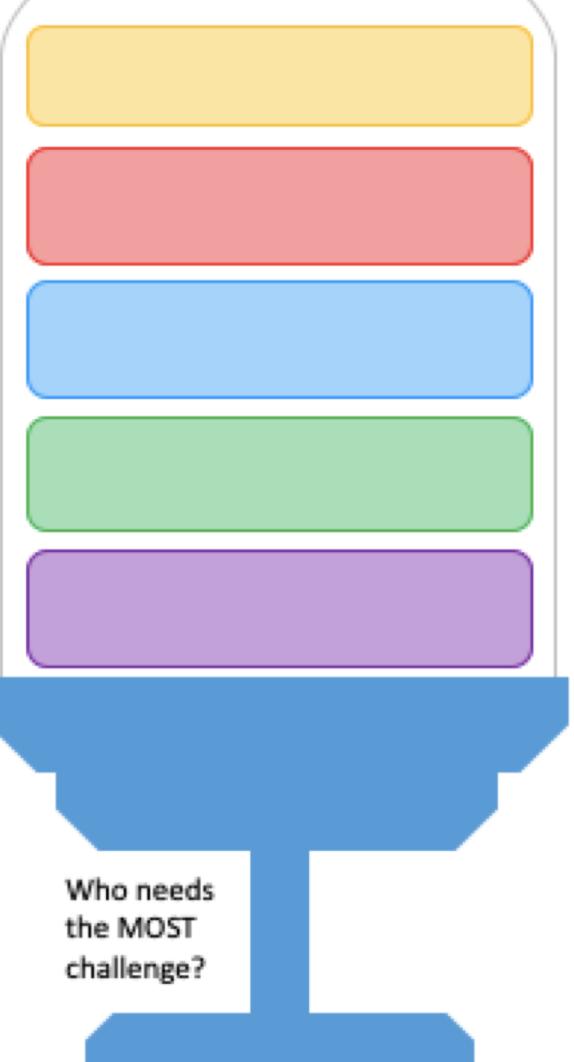


# Layered Support Cake of Love: Classroom Support Plan

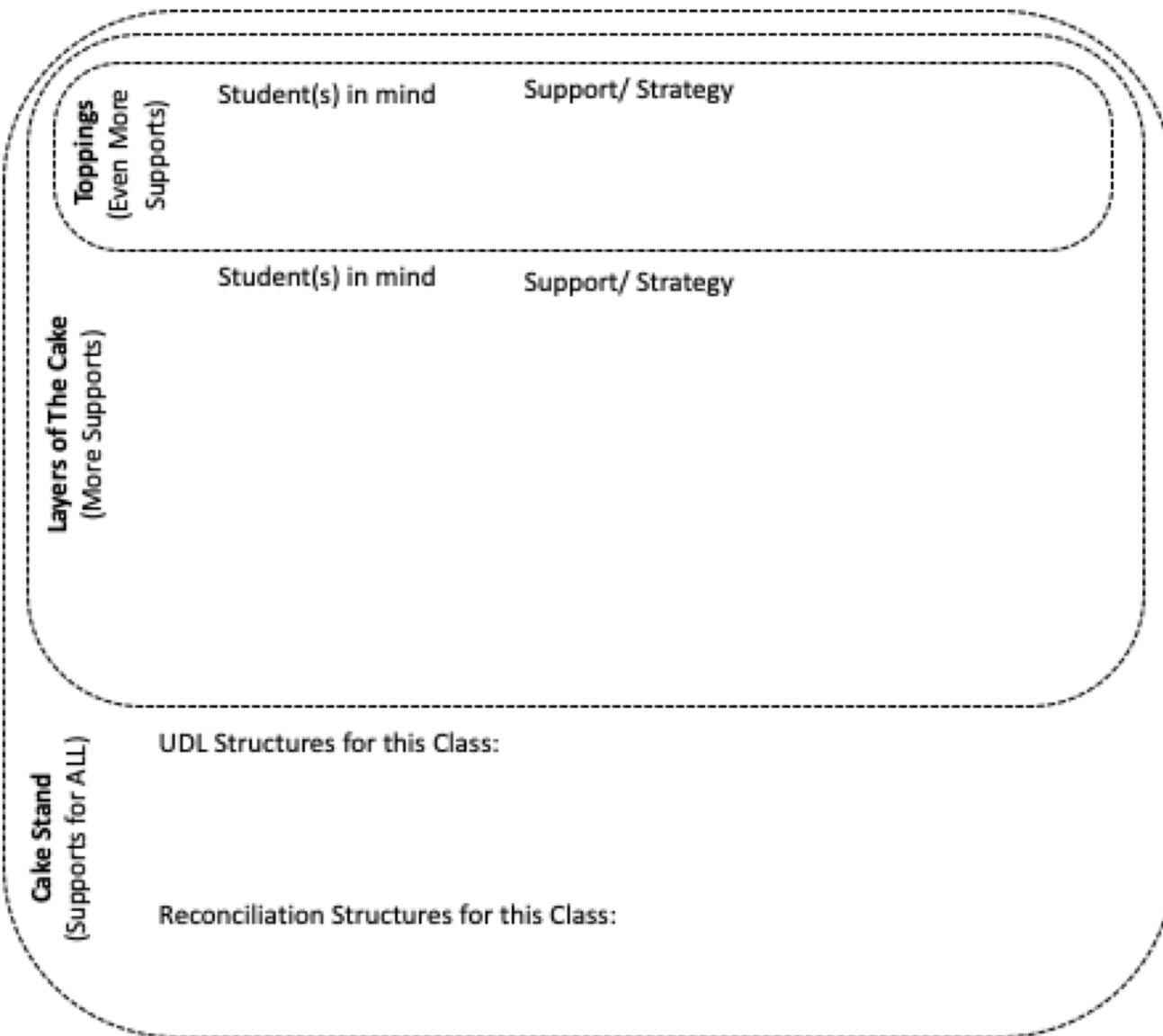
Essential (E)  
Targeted (T)  
Universal (U)

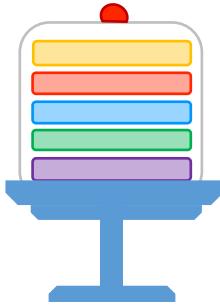
## Party (Class):

Who needs  
the MOST  
support?

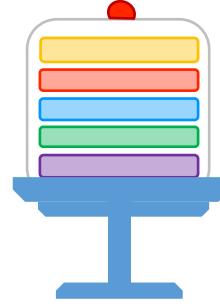


## Cake Flavour (Lens):

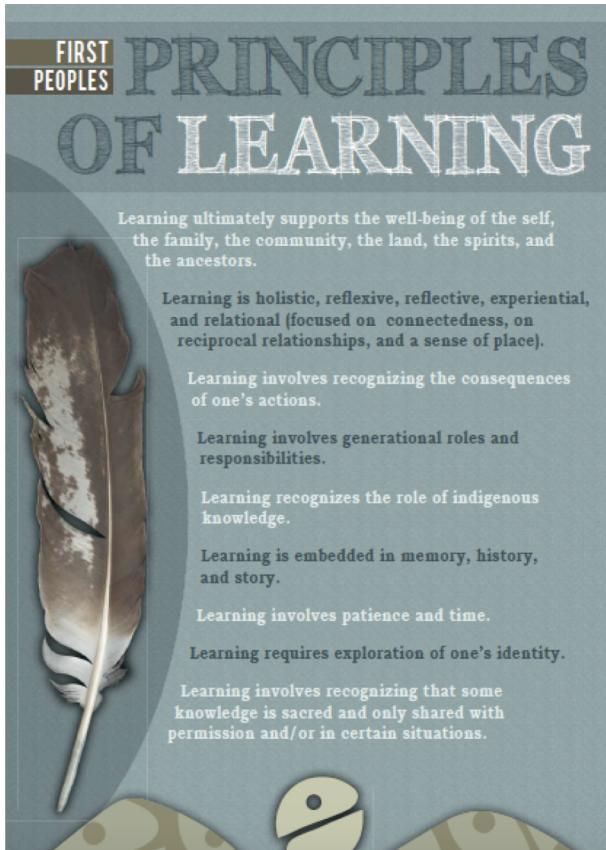




# Layered Support Cake of Love: Classroom Support Plan



## How do we figure out reconciliation and/or equity supports & strategies



Equitable Classroom Practices Observation Checklist						
Teacher		Observer		Subject		Date/Time
Equitable Classroom Practice					Observed (1 point)	Not Observed (0 points)
1. Welcomes students by name as they enter the classroom						
<i>Asks students for correct pronunciation of their names; correctly pronounces students' names</i>						
2. Uses eye contact with all students						
<i>Makes culturally appropriate eye contact with all students</i>						
3. Uses proximity with all students equitably						
<i>Circulates around student work areas to be close to all students</i>						
4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important						
<i>Smiles, Nods head in affirmation; Leans toward students; Turns toward students who are speaking to show interest</i>						
5. Arranges the classroom to accommodate discussion						
<i>Arranges seating to facilitate student-student discussion; Seating to facilitate teacher-student discussion</i>						
6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students						
<i>Displays and uses materials (supplemental books) that reflect all students' racial, ethnic, and cultural backgrounds year round; Displays products and props from students' home and community background</i>						
7. Uses a variety of visual aids and props to support student learning						
<i>Uses multilingual photos, pictures, and props to illustrate concepts and content; Uses appropriate technology to illustrate concepts and content</i>						
8. Learns, uses, and displays some words in students' heritage language						
<i>Posts some content words or phrases in students' heritage languages; Uses some words or phrases from students' heritage language in the classroom</i>						
9. Models use of graphic organizers						
<i>Uses a variety of graphic organizers during instruction; Encourages students to identify and use the task appropriate graphic organizer by modeling</i>						
10. Uses class building and teambuilding activities to promote peer support for academic achievement						
<i>Structures academic and social interactions between students</i>						
11. Uses random response strategies						
<i>Uses random response strategies (i.e., numbered heads, color-coded cards, equity sticks, calling sticks)</i>						
12. Uses cooperative learning structures						
<i>Structures opportunities for students to learn with and from their peers (i.e., Think-Pair-Share, Teammates consult, Jigsaw, Pair Check, Partner A and B, Boggle, Last Word)</i>						
13. Structures heterogeneous and cooperative groups for learning						
<i>Uses random grouping methods to form small groups; Explicitly teaches collaborative learning skills to students; Provides opportunities for cooperative groups to process/refine on how well they accomplished the task</i>						
14. Uses probing and clarifying techniques to assist students to answer						
<i>Rephrases the question; Asks a related question; Gives student a hint, clue, or prompt</i>						

Adapted from "A Resource for Equitable Classroom Practice" 2010  
Louisiana State Personnel Development Grant

1. Welcomes students by name as they enter the classroom

*Asks students for correct pronunciation of their names; correctly pronounces students' names*

2. Uses eye contact with all students

*Makes culturally appropriate eye contact with all students*

3. Uses proximity with all students equitably

*Circulates around student work areas to be close to all students*

4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important

*Smiles, Nods head in affirmation; Leans toward students; Turns toward students who are speaking to show interest*

5. Arranges the classroom to accommodate discussion

*Arranges seating to facilitate student-student discussion; Seating to facilitate teacher-student discussion*

6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students

*Displays and uses materials (supplemental books) that reflect all students' racial, ethnic, and cultural backgrounds year round; Displays products and props from students' home and community background*

7. Uses a variety of visual aids and props to support student learning

*Uses multiethnic photos, pictures, and props to illustrate concepts and content; Uses appropriate technology to illustrate concepts and content*

# Layered Support Cake of Love: Classroom Support Plan

Essential (E)  
Targeted (T)  
Universal (U)

Party (Class): Grade 2

Cake Flavour (Lens): Literacy

Who needs the MOST support?

WT, AZ

Who needs the TARGETED support?

RC, OQ

DC, ZC

PK, LH

UW

YQ

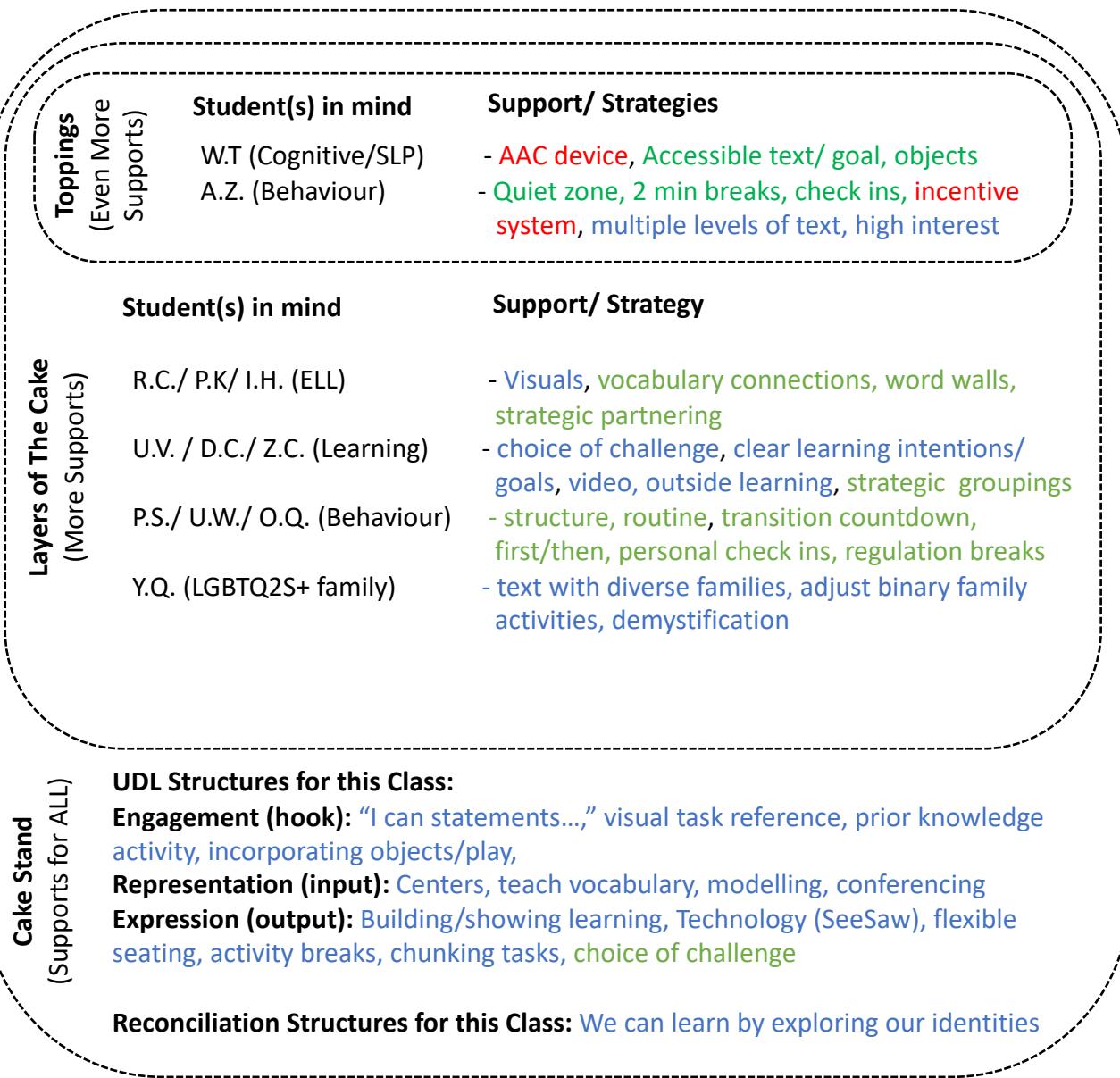
ED, PM, EJ, KS, SS, DB

RG, NM, IK, FD

WE, SW

Who needs the MOST challenge?

JV, KG, BS



# Layered Support Cake of Love: Classroom Support Plan

Essential (E)  
Targeted (T)  
Universal (U)

Party (Class): Grade 10

Who needs the MOST support?

JG

ED, ID

BD, UR

WS, UR, HK

PF

KG, DC, NB

AA, AB, NC, LB, DK, RO-L,  
JR, MP, KV, LD, YT  
PO, SW, SZ

Who needs the MOST challenge?

PF, DS, AA

Cake Flavour (Lens): Math

Toppings  
(Even More Supports)

Student(s) in mind  
J.G. (Cognitive)

Support/ Strategies

- Access goal/text, object schedule, bin system, facilitate social connection, frequent breaks, seizure awareness

Student(s) in mind

E.D. (Autism)

U.R./W.S. (Learning)

P.F. (Gifted)

I.D./H.K./P.F./DC/NB (Anxiety)

K.G. B.D. (cultural)

Support/ Strategy

- Structure, routine, real life examples , concrete options to show learning, **works well with G.K.**

- small group conference to build base skills, accessible numbers, choice of challenge

- Choice of Challenge, extension options, organizational system for work

- Accessible tasks, check ins, homework optional choice of expression (abstract, pictoral, concrete)

- praise, encouragement, goal setting

- community building, strength based, indigenous text/perspectives, voices, leadership opportunities

Cake Stand  
(Supports for ALL)

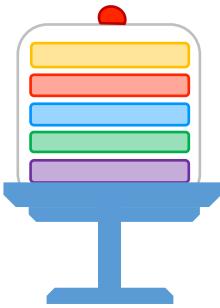
UDL Structures for this Class

**Engagement:** Provide options for recruiting interest by (optimizing, relevance, value and authenticity)

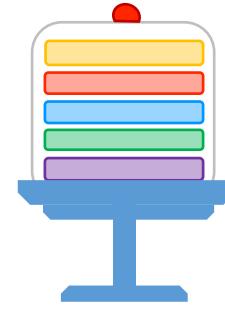
**Representation:** Provide options for languages and symbols by (supporting decoding text, mathematical notation and symbols)

**Expression:** Provide options for executive functions by (supporting planning and strategy development)

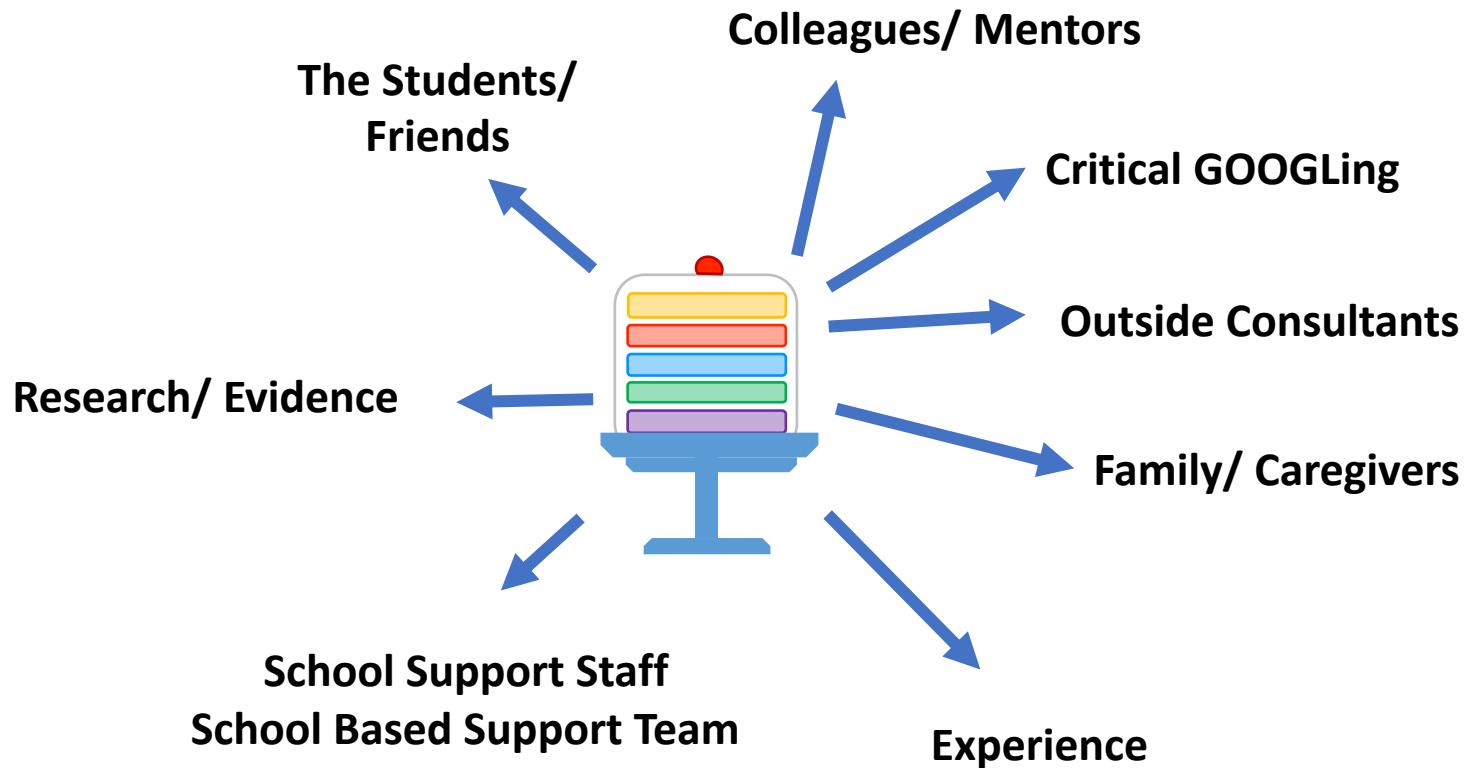
**Equitable Structures for this Class:** We can learn by seeking multiple perspectives



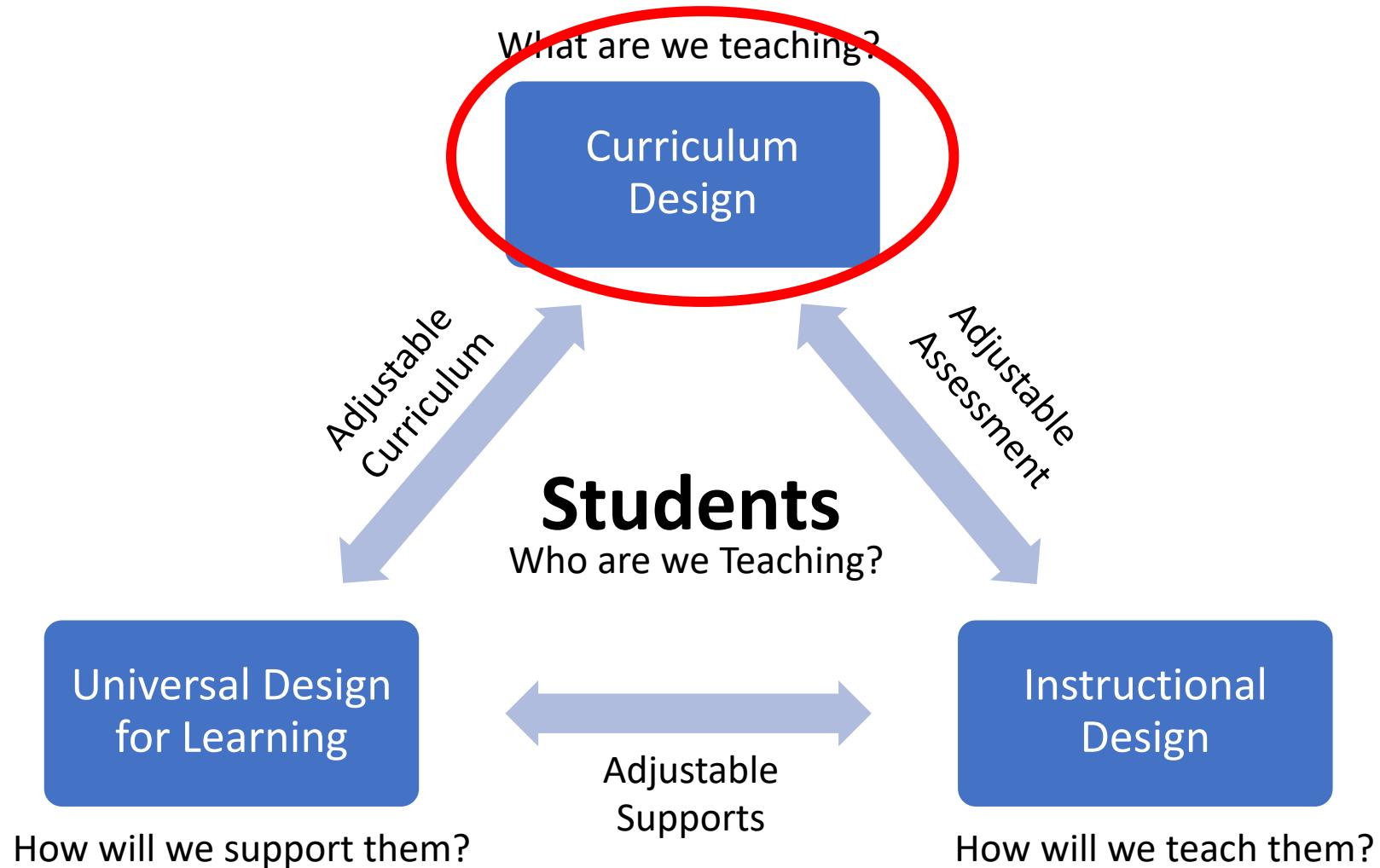
# Layered Support Cake of Love: Classroom Support Plan



How do we figure out supports or strategies students need?



# Educational Architects: Designing with Equity in Mind



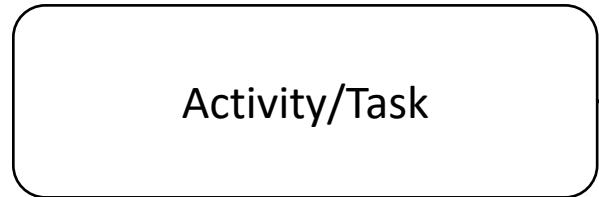
# Teaching (and Learning) to **Goals**, not activities



## Forward Design

**Differentiated**

**Same for Everyone**



Goals

Goals

Goals

## Backward Design

**Differentiated**

**Same for Everyone**



Activity

Activity

Activity

# Backwards Design

**What do we need to UNDERSTAND?**

**What do we need to KNOW?**

**What do we need to DO?**

**Who do we need to BECOME?**

# Backwards Design

**What do we need to **UNDERSTAND**?**

I understand ...

**What do we need to **KNOW**?**

I know...

**What do we need to **DO**?**

I can...

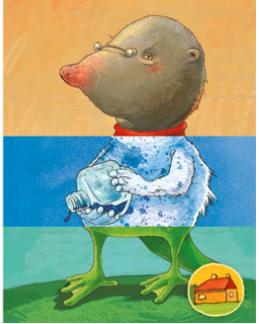
**Who do we need to **BECOME**?**

I can become...

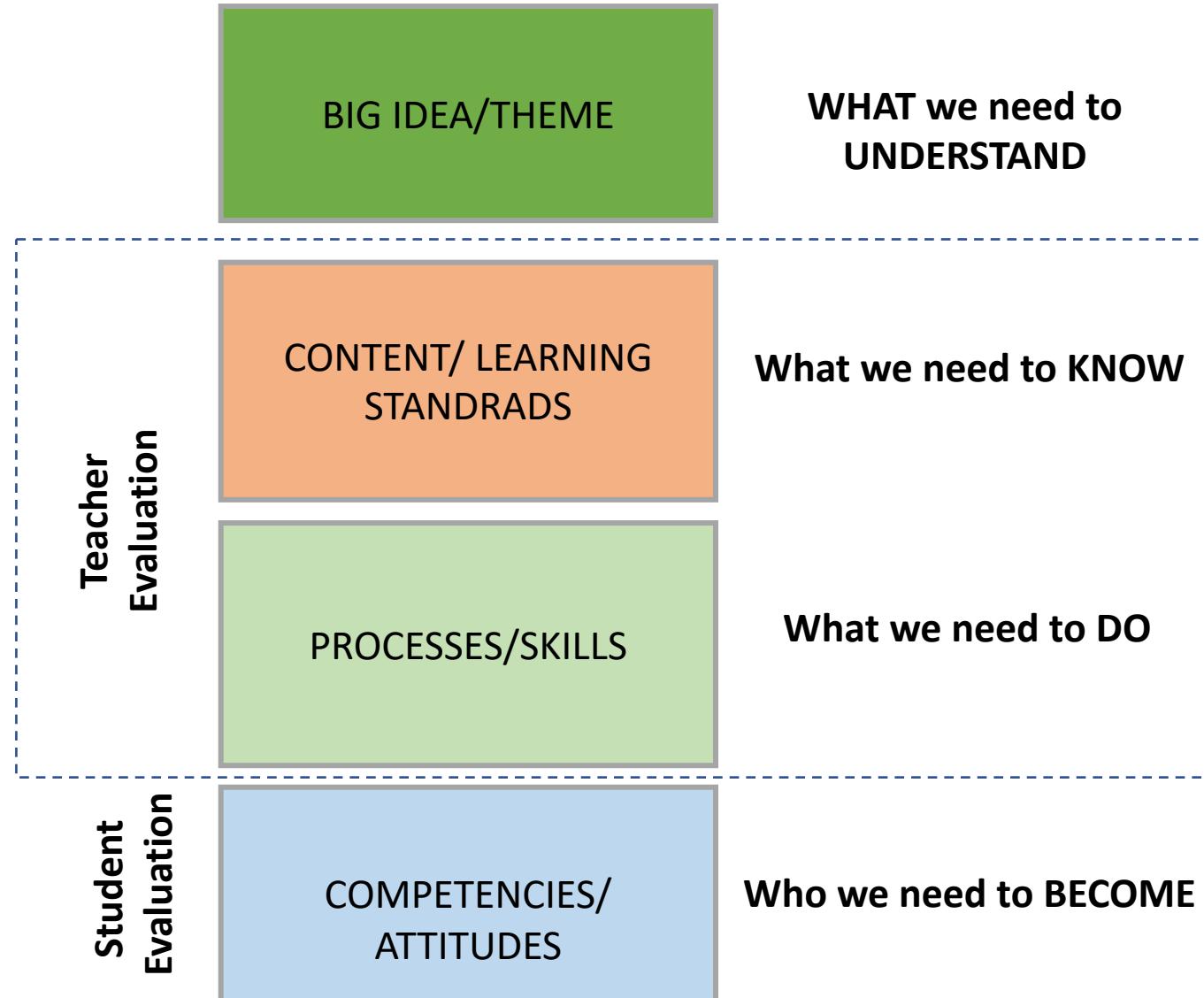
Miserable

Two-toed

Lizard



# The Backwards Design FLIPBOOK



# The Curricular Air Plane

Goals	English Language Arts	Science	Math	Social Studies
Big Ideas are called	Topic	Themes	In blue text under the “domain” – sometimes add “how to...”	Topic
Content Goals are called	You choose!	Content Statement/ Condensed Content Standards	Essential Understandings in model curriculum	Content Statement
Process goals are called	Standards	Focus under the “Topic” and/or in the “Note”	Mathematical Thinking in model curriculum	Expectations for learning

# The Curricular Air Plane

<b>Grade(s):</b>	<b>Subject Area:</b>	<b>Planning Team:</b>
<b>Big Idea/Theme/Topic:</b>		<b>Unit Guiding Question(s):</b>
<b>Type of Goal</b>	<b>Description</b>	<b>Kid Friendly Language</b>

# The Curricular Air Plane

Grade(s): Kindergarten	Subject Area: Math – Counting & Cardinality	Planning Team:
<b>Big Idea</b> There is a standard order to counting. <ul style="list-style-type: none"><li>• Counting can begin at any given number.</li><li>• Counting tells how many things there are in a set.</li><li>• A numerical symbol represents a quantity (including zero).</li></ul>	<b>Unit Guiding Question(s):</b> What are numbers? Why do we need them? How do I count? Why do we count?	
Type of Goal	Description	Kid Friendly Language
Content	I can count to 100 by ones and 10's	I can count to 100
Content	I can count forward within 100 beginning from any given number other than 1	I can count forward from any number
Content	I can write numerals from 0 to 20.  I can represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	I can write numbers
Process	I can recognize and use a pattern or structure	I can see patterns
Process	I can use grade – level appropriate mathematical language to explain reasoning	I can use math words

# One point rubric

Name:	Course: English 11	Date:
<p><b>Unit Guiding question:</b> How does a moral individual exist in an immoral world? How does a good person, exist in an evil world?</p>		
Where I need support	I can do this!	Where I need some challenge
	<p>I know reading strategies</p> <p>I know elements of style</p> <p>I can construct meaningful personal connections between self, text, and world</p> <p>I can think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts</p> <p>I can express and support an opinion with evidence</p> <p>I can use <b>writing and design processes</b> to plan, develop, and create engaging and meaningful texts for a variety of purposes and <b>audiences</b></p> <p>I can assess and <b>refine texts to improve their clarity, effectiveness, and impact</b></p>	

# One point rubric

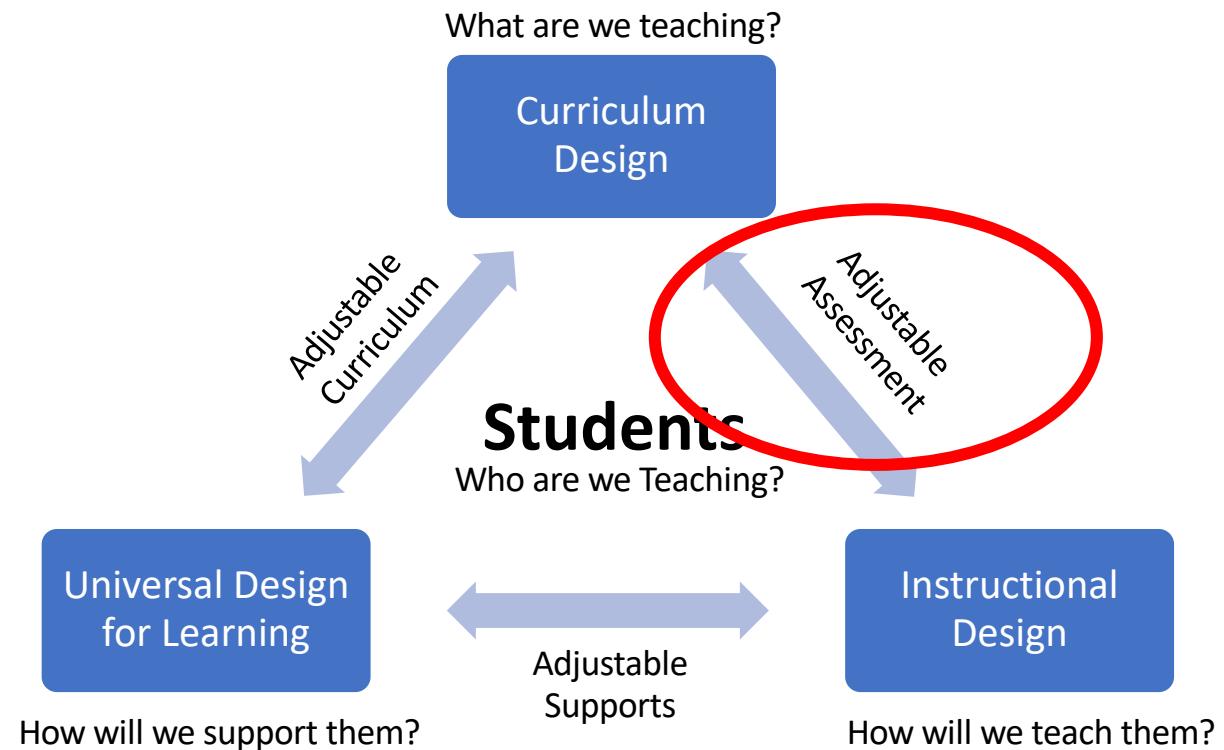
Name:	Course: English 11	Date:
<p><b>Unit Guiding question:</b> How does a moral individual exist in an immoral world? How does a good person, exist in an evil world?</p>		
Some things to pay attention to... (support)	Goals for this IUnit	Some next steps... (challenge)
	<p>I know reading strategies</p> <p>I know elements of style</p> <p>I can construct meaningful personal connections between self, text, and world</p> <p>I can think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts</p> <p>I can express and support an opinion with evidence</p> <p>I can use <b>writing and design processes</b> to plan, develop, and create engaging and meaningful texts for a variety of purposes and <b>audiences</b></p> <p>I can assess and <b>refine texts to improve their clarity, effectiveness, and impact</b></p>	

# One point rubric

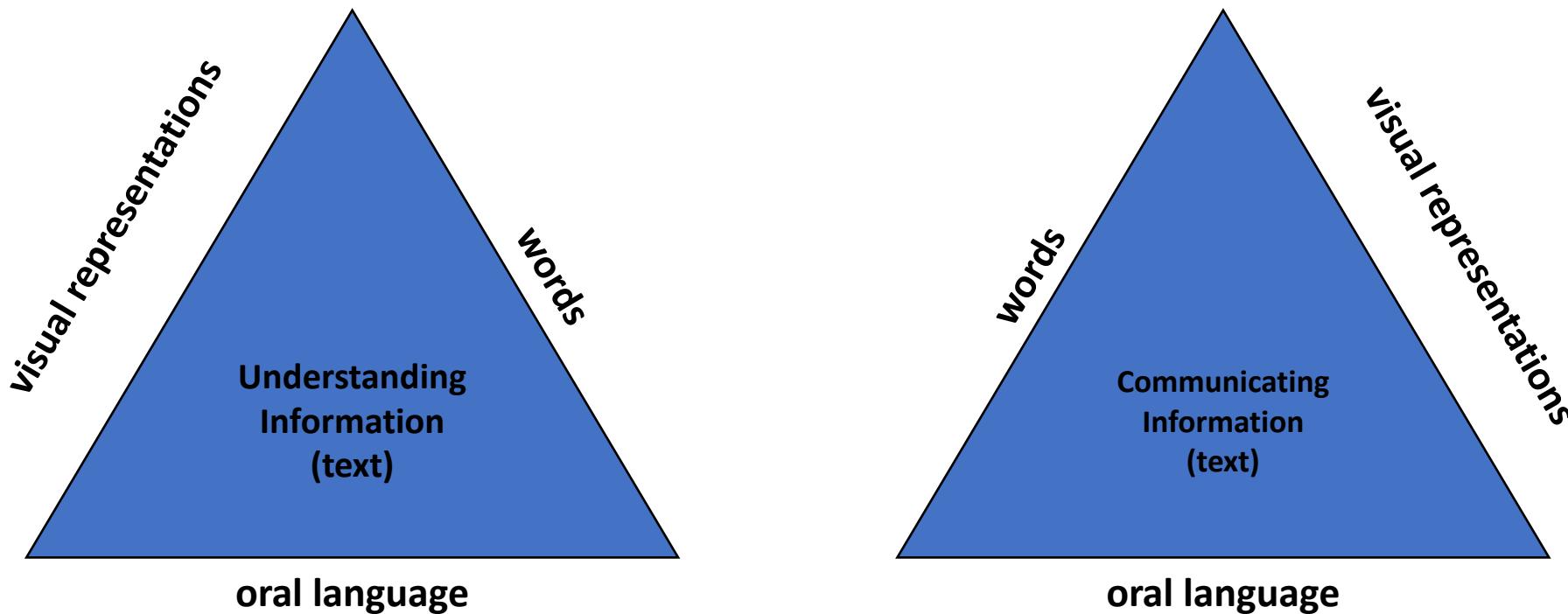
Name:	Date:	
Unit Guiding Question(s):		
My Goals for this Unit	Evidence of my Learning	What is my next step?
I know reading strategies		
I know elements of style		
I can construct meaningful personal connections between self, text, and world		
I can think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts		
I can use <b>writing and design processes</b> to plan, develop, and create engaging and meaningful texts for a variety of purposes and <b>audiences</b>		

Name:	English Language Arts 4	Date:						
<b>Unit Guiding question:</b> How do we use language in creative and playful ways to describe and help others understand our imaginary worlds?								
<b>Goals</b>	<b>My evidence of learning</b> <b>Activities/ tasks</b>		Showing my Learning			<b>I Need Support</b>	<b>I Need Challenge</b>	
			written	oral	visual			
I know elements of story								
I can create <i>stories</i> and other <i>texts</i> to deepen awareness of self, family, and community								
I can plan and create a variety of <i>communication forms</i> for different purposes and audiences								
<i>I can design by sharing and explaining my ideas</i>								

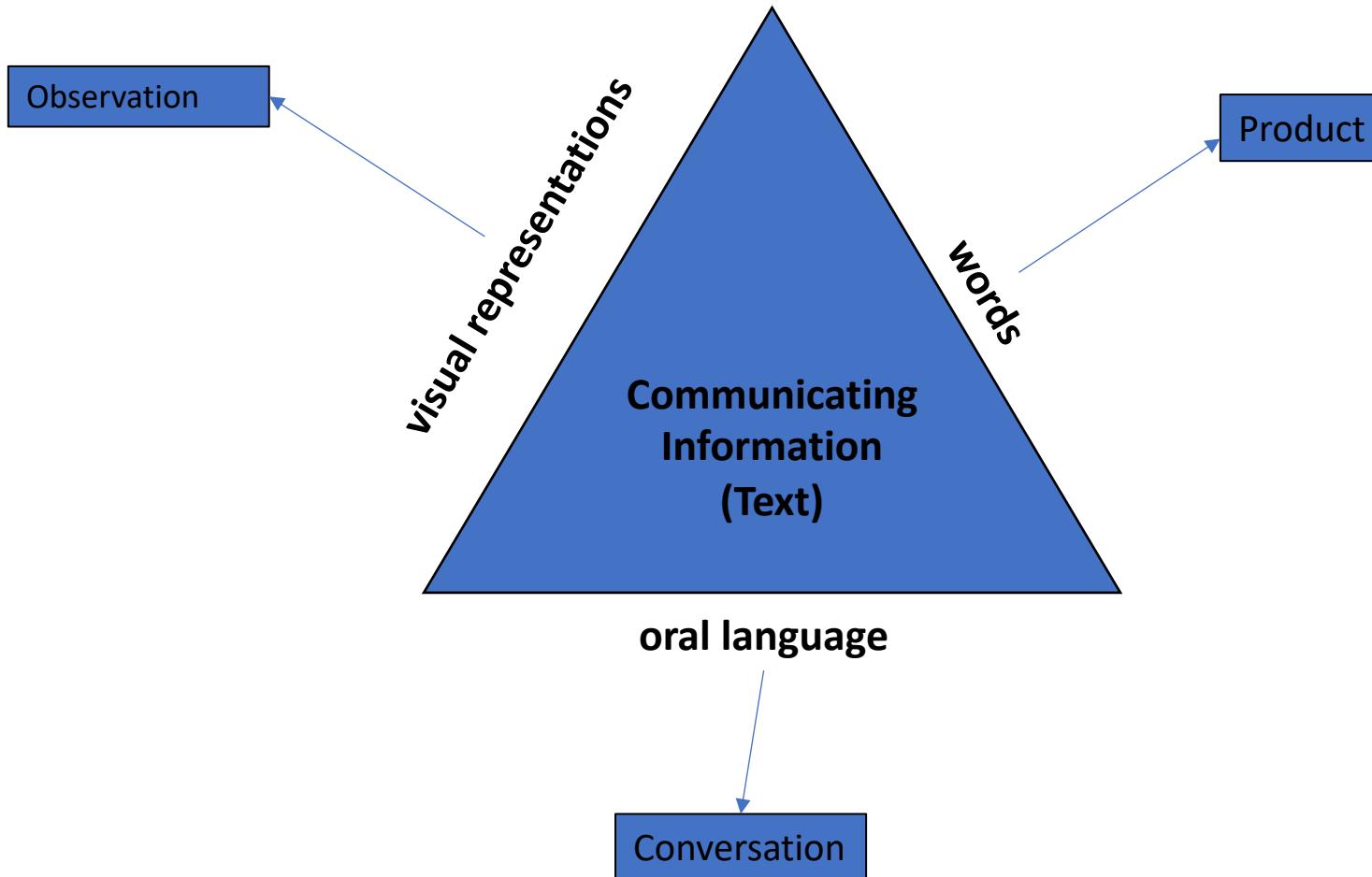
# Educational Architects: Designing with Equity in Mind



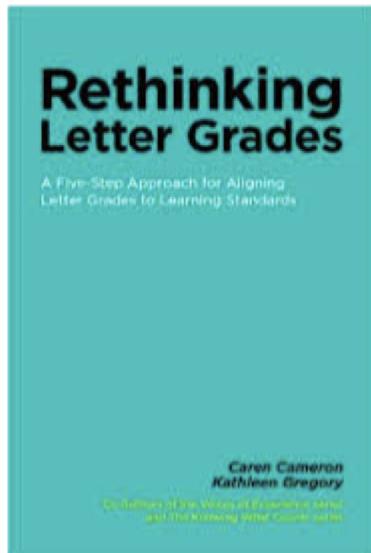
# Teaching & Assessing



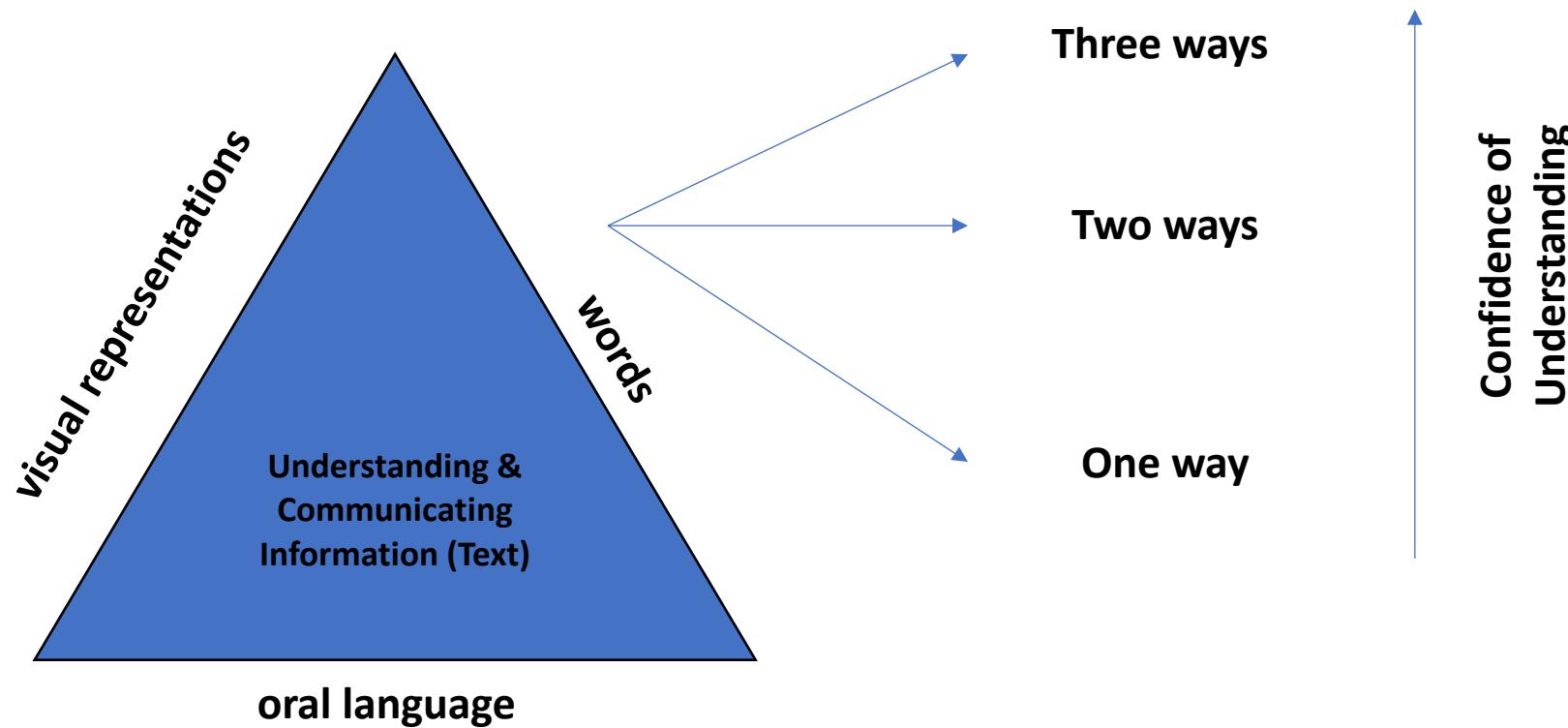
# 1. How do students show what they know?



# Rethinking Letter Grades



# 1. How do student show what they know?



# Thinking about This Morning

- What is useful?
- What connection do you have?
- What questions are coming up?

# HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

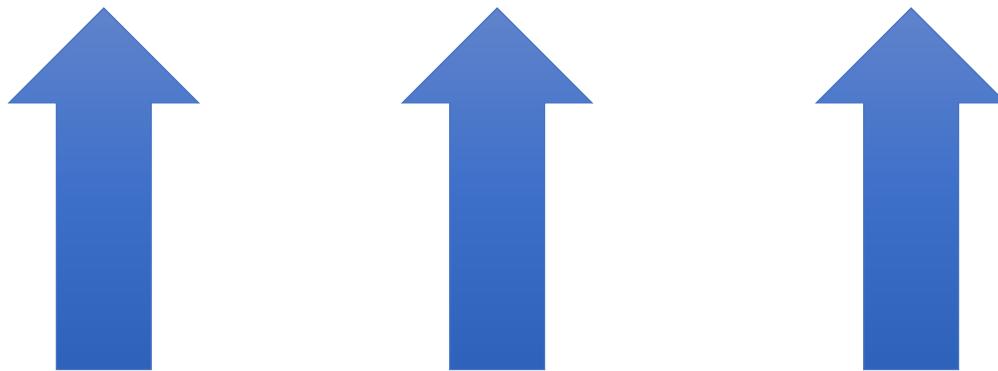
- Who are the **students**? What is the range of diversity?
- What kind of **curricula** are the students learning?
- How is the curriculum **responsive** to the students dimensions?
- How do the students make the **adjustments** they need to use the curriculum?

# Learning Maps

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

# Rubrics vs. Learning Maps

	deficit	deficit	Standard
goal			



# THE SCRUMPTIOUS RUBRIC REFERENCE

## BARELY HANGING ON



The customer wants a refund. Bread alone is not a sandwich. It's like you gave the bread and pop out just to show you were listening.

**Translation:** You only did the small stuff to suffice turning it in. The artwork is missing all important details and signs of understanding or perseverance.

## NEEDS SOME UMPH



Your sandwich disappoints the customer. There's no flavor and not enough meat, if any at all. About the only thing great is the Citrus Drop.

**Translation:** You are missing important details within your artwork. Expectations are not met. Improvement is needed and lack of understanding is present.

## GETS THE POINT



Your sandwich met expectations. It has flavor but nothing too exciting. You included the meat but gee, a side of chips would be nice.

**Translation:** Your artwork meets expectations, you went as far as the requirements expected and you used what knowledge you had to do so.

## RIGHT ON!



Your sandwich went beyond expectations. You threw in some extra flavor and tomatoes and surprised the customer with a side of chips.

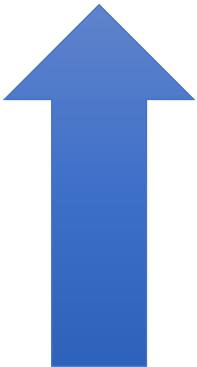
**Translation:** Your artwork exceeds all expectations; you used creativity, went beyond the basic requirements and showed obvious understanding.

# Rubric



# One point rubric

	<b>Standard</b>
goal	



# One point rubric

Name:	Course: English 11	Date:
<p><b>Unit Guiding question:</b> How does a moral individual exist in an immoral world? How does a good person, exist in an evil world?</p>		
Some things to pay attention to... (support)	Goals for this IUnit	Some next steps... (challenge)
	<p>I know reading strategies</p> <p>I know elements of style</p> <p>I can construct meaningful personal connections between self, text, and world</p> <p>I can think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts</p> <p>I can express and support an opinion with evidence</p> <p>I can use <b>writing and design processes</b> to plan, develop, and create engaging and meaningful texts for a variety of purposes and <b>audiences</b></p> <p>I can assess and <b>refine texts to improve their clarity, effectiveness, and impact</b></p>	

# One point rubric

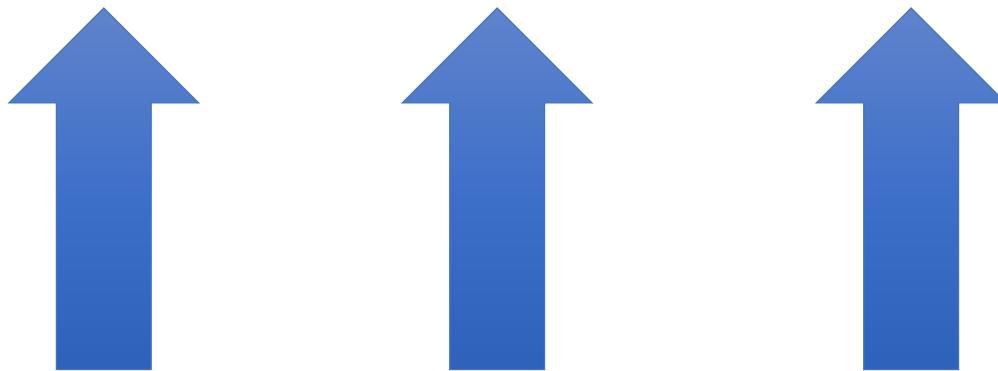


# Learning Map



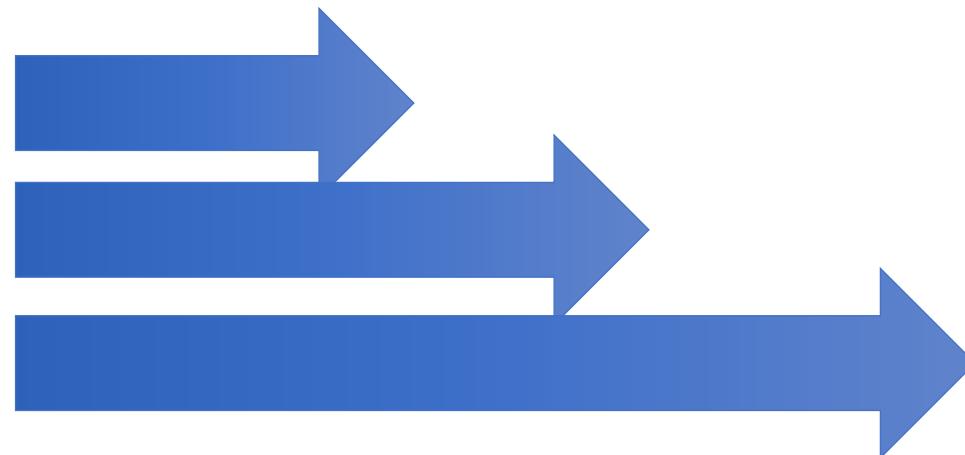
# Rubrics vs. Learning Maps

	deficit	deficit	Standard
goal			

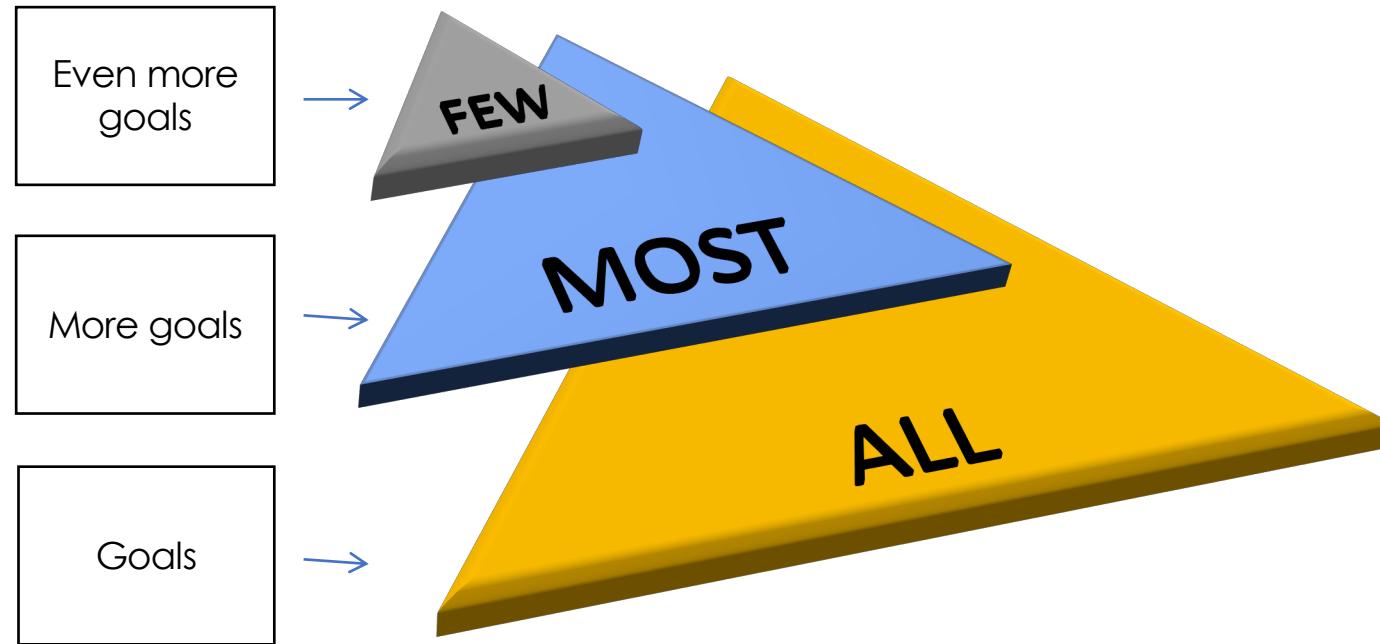


# Rubrics vs. Learning Maps

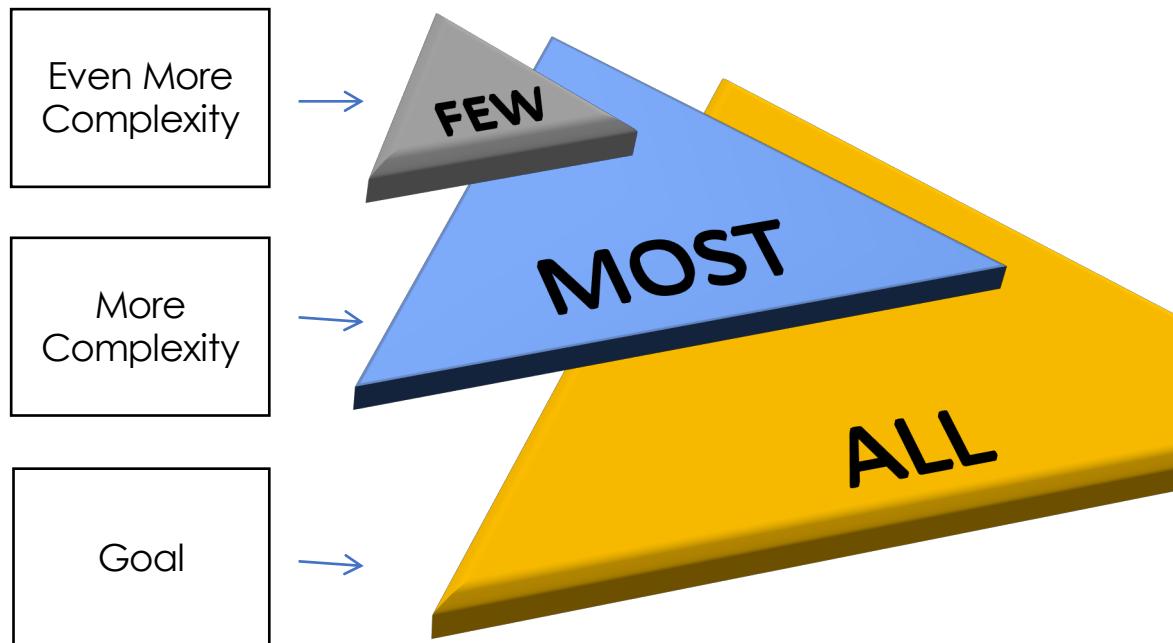
	Standard	More complex	More complex
goal			



# Start from access, build on challenge: Planning Pyramid



# Planning Pyramid



# Learning Maps

	Standard	More complex	More complex
goal			
goal			
goal			

# It's the journey, not the destination



# Building a Learning Map!

Course/Subject/Grade(s):		Planning Team:			
Unit Big Idea:		Unit Guiding Questions:			
Goal	Access/ (Emerging)	Minimally Meeting (Emerging)	Meeting (Developing)	Fully Meeting (Proficient)	Exceeding (Challenge)



# Tip to Tip Learning Progression

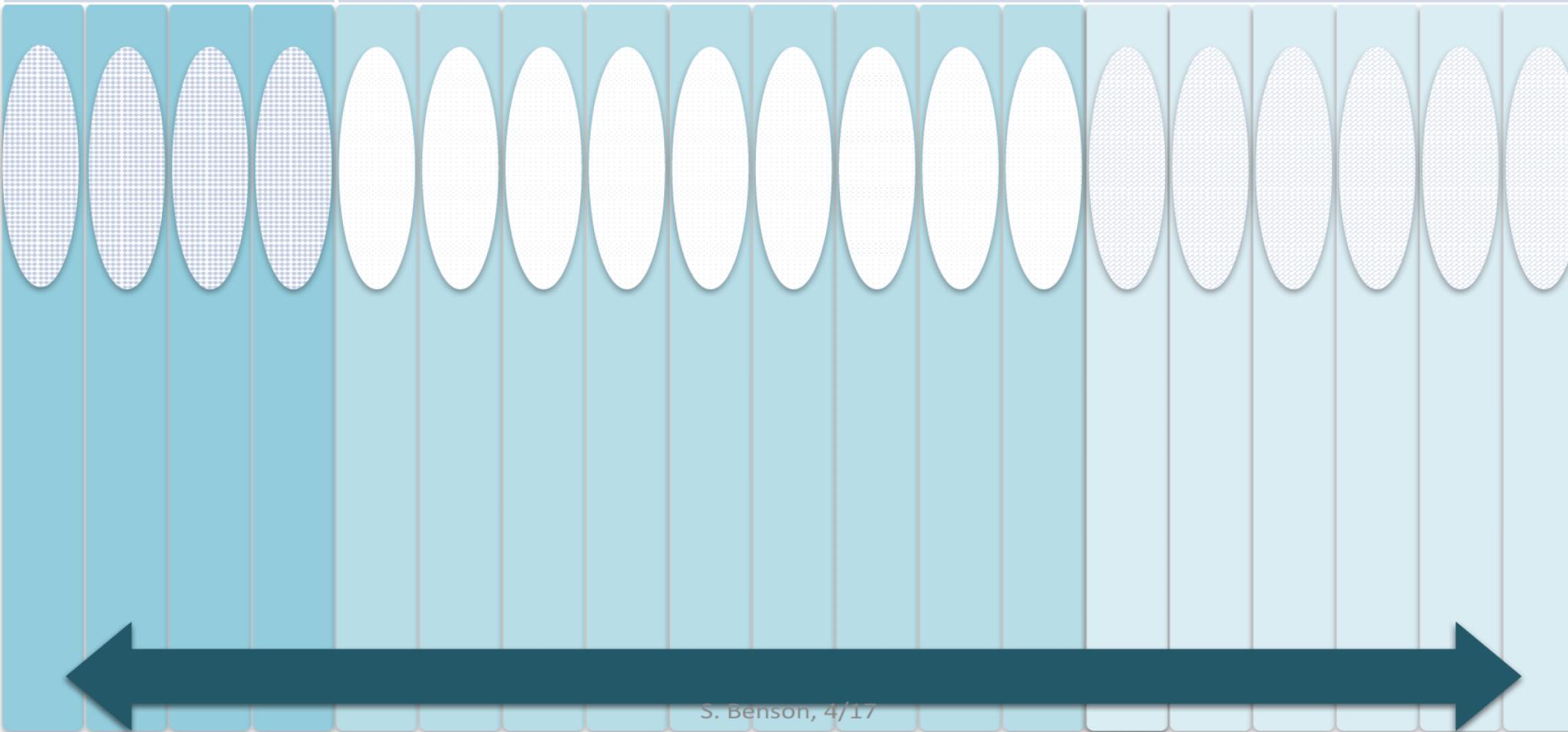
## Moving Beyond the Standard

(breadth and depth of knowledge)

## Deconstructed Grade-Level Standard

## Building the Base

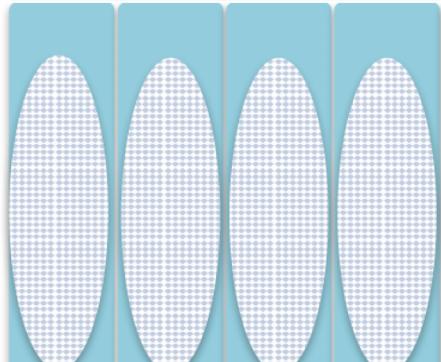
(extended standards task analysis begin with engagement)



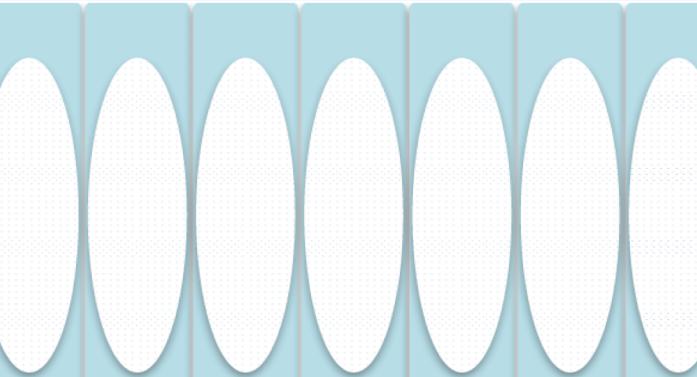
# Tip to Tip Learning Progression

## Moving Beyond the Standard

(breadth and depth of knowledge)

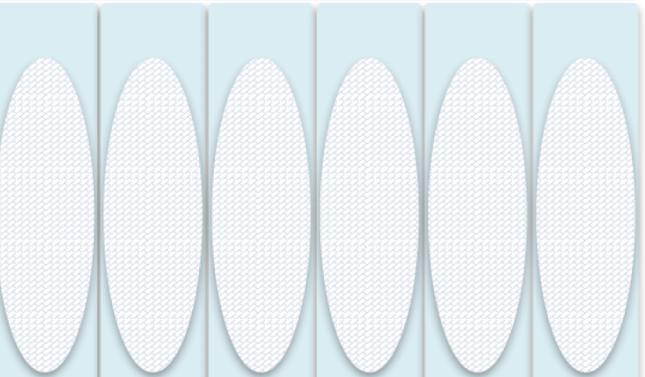


## Deconstructed Grade-Level Standard



## Building the Base

(extended standards task analysis begin with engagement)



# Building a Learning Map!

Course/Subject/Grade(s):		Planning Team:			
Unit Big Idea:		Unit Guiding Questions:			
Goal	Exceeding (Challenge)	Fully Meeting (Proficient)	Meeting (Developing)	Minimally Meeting (Emerging)	Access/ (Emerging)

 Expand

 Grade Level Curriculum

 Extend

Grade-Level Standard Kindergarten	Learning Progression <i>Building the Base &amp; Engagement</i>
<b><i>Counting and Cardinality</i></b>	
<b>Know number names and the count sequence.</b> <b>K.CC.1</b> Count to 100 by ones and by tens.	<ul style="list-style-type: none"> <li>Count by 1s up to 75</li> <li>Count by 10s to 100 using a model to represent groups of 10</li> <li>Count by 1s up to 50</li> <li>Count by 10s to 50 using a model to represent groups of 10</li> <li>Count up to 10 by 1s using a model or concrete objects with 1:1 correspondence</li> <li>Match the number 10 to a model to represent group of 10 (base 10 block, ten frame, etc.)</li> <li>Count by 1s to 10</li> <li>Engage with numbers by 10 (10, 20, 30, 40, etc.)</li> <li>Engage with numbers 1-10.</li> </ul>
<b>K.CC.2</b> Count forward within 100 beginning from any given number other than 1.	<ul style="list-style-type: none"> <li>Count forward 10 more beginning with any multiple of 10 up to 90</li> <li>Count forward beginning from a given number between 20 and 50</li> <li>Count forward 5 more given a starting number from 2-20</li> <li>Identify the next number when given a starting number between 1 and 10</li> <li>Order a set of given numbers in sequence beginning with any number other than one</li> <li>Match numbers that are side-by side in a sequence</li> <li>Engage with numbers that are side-by side in a counting sequence</li> <li>Engage with a number line or 100 chart</li> </ul>
<b>K.CC.3</b> Write numerals from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	<ul style="list-style-type: none"> <li>Write/identify numbers 11-20 in random order when given a number name.</li> <li>Write/identify numbers 11-20 in consecutive order.</li> <li>Write/identify numbers 0-10 in random order when given a number name.</li> <li>Write/identify numbers 0-10 in consecutive order.</li> <li>Write/identify the numbers (within a range of 0-20) to represent a number of objects.</li> <li>Write/identify a number (within a range of 0-10) to represent a number of objects.</li> <li>Write/identify each number while counting objects with 1:1 correspondence.</li> <li>Match the correct numeral for a set of objects up to 20, including 0.</li> <li>Match written number to quantity of objects up to 20.</li> <li>Match written number to quantity of objects up to 10.</li> </ul>

# The Curricular Air Plane

Grade(s): Kindergarten	Subject Area: Math – Counting & Cardinality	Planning Team:
<b>Big Idea</b> There is a standard order to counting. <ul style="list-style-type: none"><li>• Counting can begin at any given number.</li><li>• Counting tells how many things there are in a set.</li><li>• A numerical symbol represents a quantity (including zero).</li></ul>	<b>Unit Guiding Question(s):</b> What are numbers? Why do we need them? How do I count? Why do we count?	
Type of Goal	Description	Kid Friendly Language
Content	I can count to 100 by ones and 10's	I can count to 100
Content	I can count forward within 100 beginning from any given number other than 1	I can count forward from any number
Content	I can write numerals from 0 to 20.  I can represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	I can write numbers
Process	I can recognize and use a pattern or structure	I can see patterns
Process	I can use grade – level appropriate mathematical language to explain reasoning	I can use math words

# Building a Learning Map!

Course/Subject/Grade(s): Kindergarten Math	Planning Team:				
Unit Big Idea:There is a standard order to counting. <ul style="list-style-type: none"><li>• Counting can begin at any given number.</li><li>• Counting tells how many things there are in a set.</li><li>• A numerical symbol represents a quantity (including zero).</li></ul>	Unit Guiding Questions: <b>What are numbers? Why do we need them? How do I count? Why do we count?</b>				
Goal	Exceeding (Challenge)	Fully Meeting (Proficient)	Meeting (Developing)	Minimally Meeting (Emerging)	Access/ (Emerging)
I can count to 100 by ones and 10's	I can count beyond 100 I can skip count by 2s to 100 I can count by 5s to 100	I can count to 100 by ones and 10's	Count by 10s to 100 using a model to represent groups Count by 1s to 75	Count by 10s to 50 Count by 1s to 10 Match the number 10 to a model to represent 10	Engage with numbers 1-10 Engage with numbers by 10 Count by 1s to 10
 Expand		 Grade Level Curriculum		 Extend	

# Extended Standards with Learning Progressions for Grades 3 - 8

## Grade 3

Learning Standard	Complexity a	Complexity b	Complexity c	Learning Progression <i>Building the Base &amp; Engagement</i>				
<b>Operations and Algebraic Thinking</b>								
<i>Represent and solve problems involving multiplication and division.</i>								
3.OA.1 Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each. (Note: These standards are written with the convention that $a \times b$ means $a$ groups of $b$ objects each; however, because of the commutative property, students may also interpret $5 \times 7$ as the total number of objects in 7 groups of 5 objects each.)	3.OA.1a Represent products of whole numbers up to $10 \times 10$ using arrays, area models, or physical objects (whole numbers 0 through 10).	3.OA.1b Represent products with factors of 1s, 2s, 3s, 4s, 5s, and 10s using arrays, area models, or physical objects (whole numbers 1 through 10).	3.OA.1c Represent products with factors of 1s, 2s, and 5s using arrays, area models, or physical objects (whole numbers 1 through 10).	<ul style="list-style-type: none"> <li>Identify 1, 2, and 5 blocks.</li> <li>Identify groups of blocks 1s, 2s, and 5s.</li> <li>Build groups of blocks into rows and columns (arrays).</li> <li>Count the number of blocks in a given array.</li> <li>Build an array and count the number of blocks.</li> <li>Skip count by 2s and 5s.</li> <li>Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns.</li> <li>Identify the number of blocks in each row and each column.</li> <li>Match an array to its factors.</li> </ul> <p><b>Engagement Statements</b> (<i>demonstration of engaged in the topic</i>)</p> <ul style="list-style-type: none"> <li>Interact with physical objects (blocks).</li> </ul>				
3.OA.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For	3.OA.2a Represent quotients of single-digit whole numbers up to 100.	3.OA.2b Represent quotients using arrays, area models, or other physical representations for whole number factors of 1s, 2s, 3s, 4s, 5s,	3.OA.2c Represent quotients using arrays, area models, or other physical representations for whole numbers	<ul style="list-style-type: none"> <li>Identify 1, 2, and 5 blocks.</li> <li>Identify groups of blocks 1s, 2s, and 5s.</li> <li>Share up to 10 objects equally between 2 and 5 people (without remainders).</li> </ul> <p><b>Engagement Statements</b> (<i>demonstration of engaged in the topic</i>)</p> <ul style="list-style-type: none"> <li>Interact with physical objects (blocks).</li> </ul>				

# Tip to Tip Learning Progression

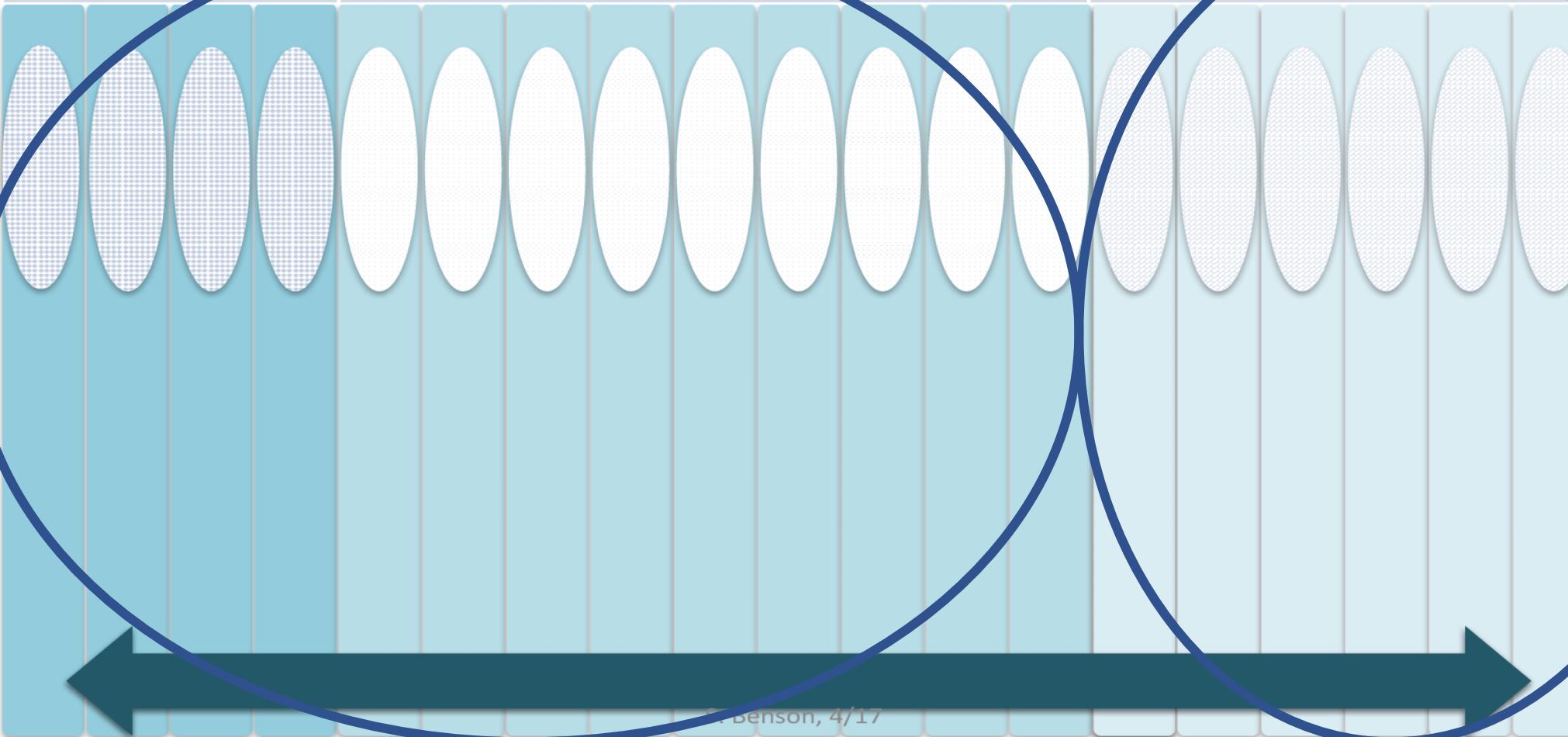
Moving Beyond  
the Standard

(breadth and depth of knowledge)

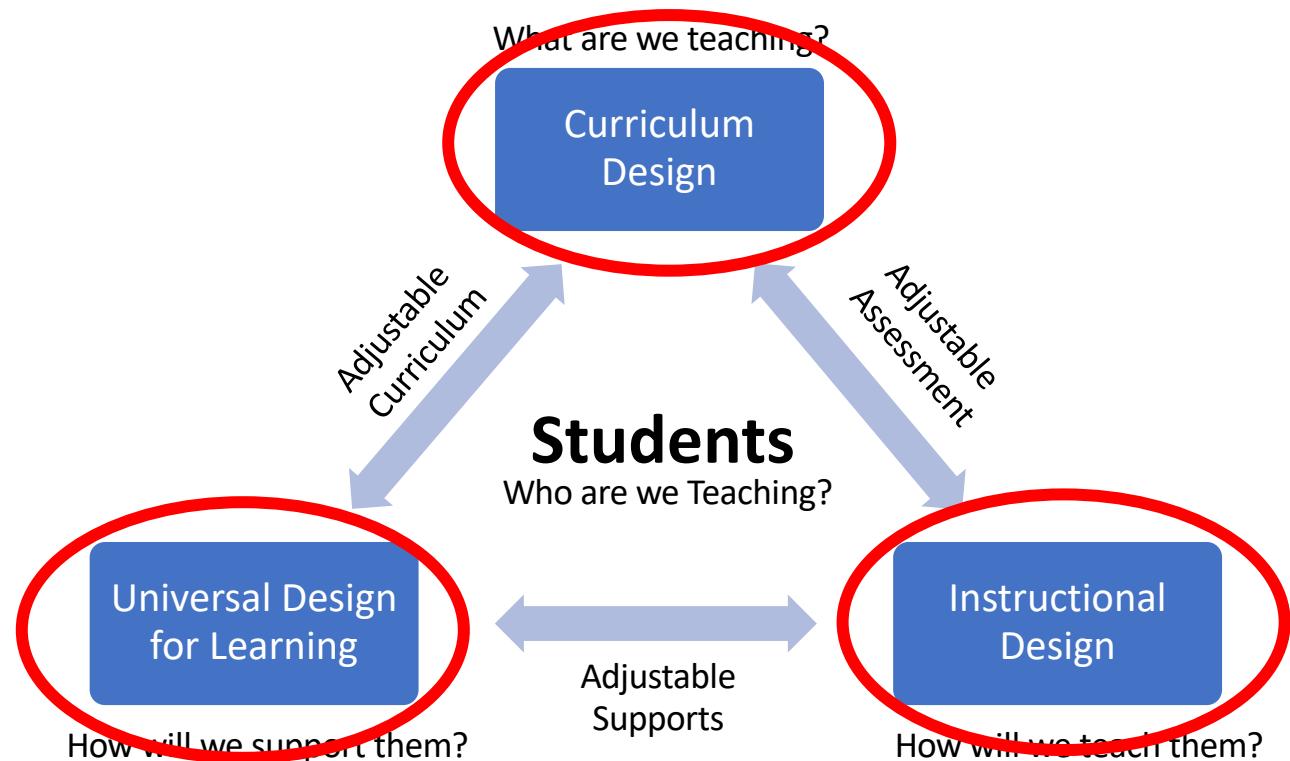
Deconstructed Grade-Level Standard

Building the Base

(extended standards task analysis begin with engagement)



# Educational Architects: Designing with Equity in Mind



# HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

- Who are the **students**? What is the range of **diversity**?
- What kind of **curricula** are the **students** learning?
- How is the curriculum **responsive** to the **students** dimensions?
- How do the **students** make the **adjustments** they need to use the curriculum?

# RTI Triangle

## Grade/Course/Subject (place)

Grade 2/3 – Cross Curricular

## Curricular Lens:

Science/Art

## Competency Lens:

Language Arts/Design

Students who  
need the most  
challenge



Tier 1

Ryder, Kieran, Hayden

**Content**

Students who need  
the most support



Lucas  
Jay  
Elsie

Tier 3

Elsie,  
Jay,  
Satara,  
Riley,  
Tenley,  
Mason,  
Marie

Jaden, Ryley,  
Reet, Satara,  
Kieran, Erin

Tier 2

Roman, Emily, Paisley,  
Manny, Lucas, Leanna,  
Kaitlyn, Jaden

Hayden, Ryder, Mason,  
Tenley, Manny, Marie,  
Roman

Paisley, Kaitlyn, Leanna, Emily

**Curricular Competency**

Grade:	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: 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
	Cross Curricular Competency	I can use materials safely

Course/Subject/Grade(s): Grade 2/3			Planning Team: Parkway Elementary		
<b>Unit Guiding Question:</b> Who are our monsters? How many ways can we catch a monster?					
	<b>ACCESS:</b> This is what I <u>need</u> to know and do	<b>ALL:</b> This is what I <u>must</u> know & do	<b>MOST:</b> This is what I <u>can</u> know & do	<b>FEW:</b> This is what I <u>could</u> know & do	<b>CHALLENGE:</b> This is what I <u>can try to</u> know & do
<b>Content Goal(s):</b> I know elements of a story	I know the story. "How to catch a Monster"	I know character I know setting I know conflict	I know structure I know plot	I know dialogue I know theme	I know characterization
I know types of forces	I know fall, push and pull	I know that fall, push and pull is a force	I know that force can be sped up or slowed down	I know how different materials effect force	I know how shape of an object affects force
<b>Curricular Competency Goals</b>	I can make a monster trap	I can follow a model to create	I can choose tools and materials to create	I can incorporate a new material to my model	I can make changes using trial and error I can incorporate new ideas
	I can explore and create using art processes and materials	I can create	I can create using ideas and purposeful play inspired by my imagination	I can create something collaboratively	I can create through experimentation
	I can write	I can label using words	I can write sentences	I can use punctuation	I can use strategies for spelling
	I can create a story for an audience	I can have a role in sharing a story	I can share my story verbally	I can share a story visually	I can write a story
	I can be personally and socially responsible	I can use my tools and materials to perform a task	I can use materials safely when I am creating I can work in a group when I can creating	I can be safe in the space around me and others when creating	I can share and respond to art appropriately and be sensitive to others

Course/Subject/Grade(s): Grade 2/3			Planning Team: Parkway Elementary		
<b>Unit Guiding Question:</b> Who are our monsters? How many ways can we catch a monster?					
	<b>ACCESS:</b> This is what I <u>need</u> to know and do	<b>ALL:</b> This is what I <u>must</u> know & do	<b>MOST:</b> This is what I <u>can</u> know & do	<b>FEW:</b> This is what I <u>could</u> know & do	<b>CHALLENGE:</b> This is what I <u>can try to</u> know & do
<b>Content Goal(s):</b> I know elements of a story	I know the story. "How to catch a Monster"	I know character I know setting I know conflict	I know structure I know plot	I know dialogue I know theme	I know characterization
I know types of forces	I know fall, push and pull	I know that fall, push and pull is a force	I know that force can be sped up or slowed down	I know how different materials effect force	I know how shape of an object affects force
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	I can be personally and socially responsible	I can use my tools and materials to perform a task	I can use materials safely when I am creating I can work in a group when I can creating	I can be safe in the space around me and others when creating	I can share and respond to art appropriately and be sensitive to others

**Guiding Unit Question:**

**Lesson Goal(s):**

**Date**

**Connecting Activity:**

**Supports**

**Mini Lesson:**

**Processing Tasks**

I Need to...



Access

I Must...



All

I Can...



Most

I Could...



Few

I Can Try to...



Challenge

**Transforming & Personalizing Activity:**

**Guiding Unit Question: How can I build a monster trap?**

**Lesson Goal(s):** I know that fall, push and pull are different kinds of forces

**Date:**

**Connecting Activity:** 3 stations – where in the world can we find things that fall, things that are pushed, things that are pulled (draw, write, tell) – 6 groups ( 3+) -

**Mini Lesson:** what do all of these have in common? **FORCE** – watch a video to get more ideas

**Model -**

**Processing Tasks**

I Need to...

know fall, push & pull

Access

I Must...

incorporate or explain a force in my trap that includes a falling element

All

I Can...

incorporate or explain a force in my trap that includes a push or pull

Most

I Could...

incorporate a material that speeds up force

Few

I Can Try to...

incorporate a material that slows down a force

Challenge

**Transforming & Personalizing Activity: Small group share**

- Appreciate circle

**Essential Supports**

(designed for 1, useful for 1)

**Targeted Support**

(designed for some, useful for some)

Choice of:

- Headphones/ alternate space
- Different roles- talker, writer, drawer, demonstrator
- Proximity
- Pcs symbols of examples

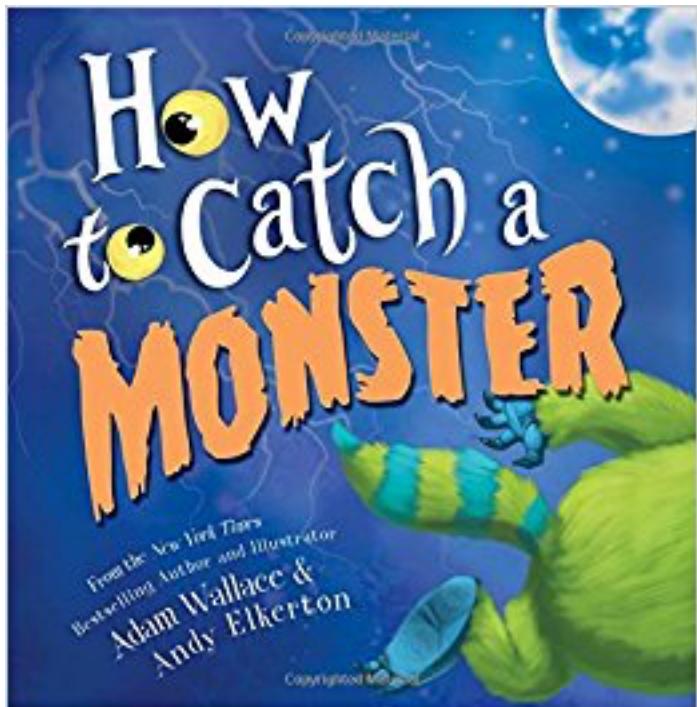
**Universal Supports**

(designed for some, useful for all)

- Modelling
- Task analysis
- Graphic organizers
- Visuals of vocabulary
- Structured groups - premade
- Objects/visuals at stations
- Movement/hands on

Who are our monsters?

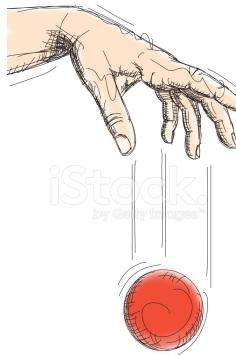
How many ways can we catch them?



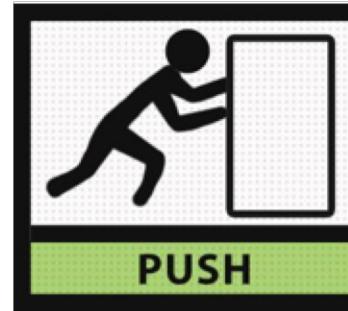
Goal: I can add a **force** to my monster trap!

# Where in the world do things:

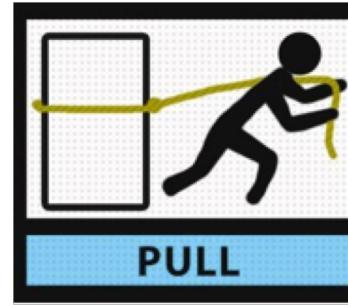
Fall



Push

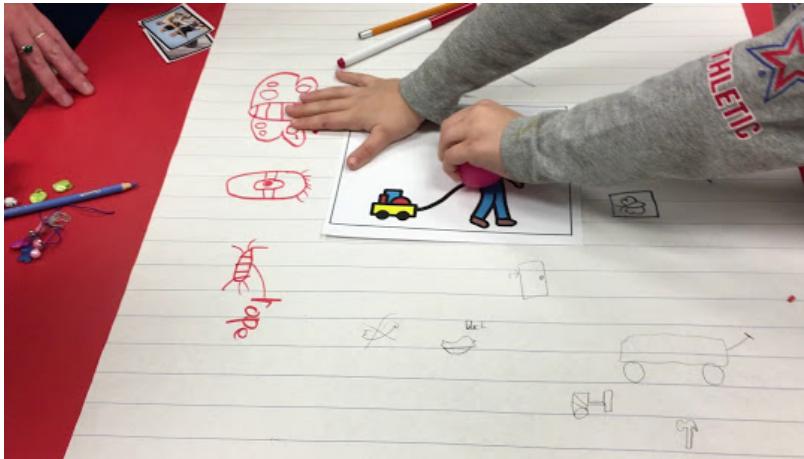


Pull



# In groups of 3...

- 3 minutes at each station
- Record ideas
  - Draw
  - Write
  - Show
  - talk



What do falling, pushing,  
and pulling have in common?

**FORCE**

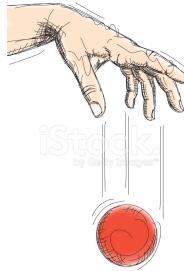
# What ideas to add to our stations?

Your job today!

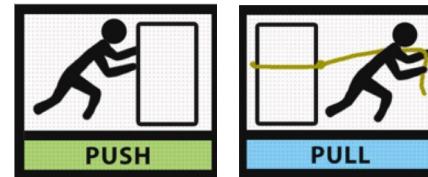
Add a **FORCE**  
to your  
monster trap!

# Your job today!

1. Add a force that **falls**



2. Add a force that **push or pulls**



3. Add a **material to speed up** the force



4. Add a **material to slow down** the force



# Share Out!

What force did I try out?

What materials did I use?

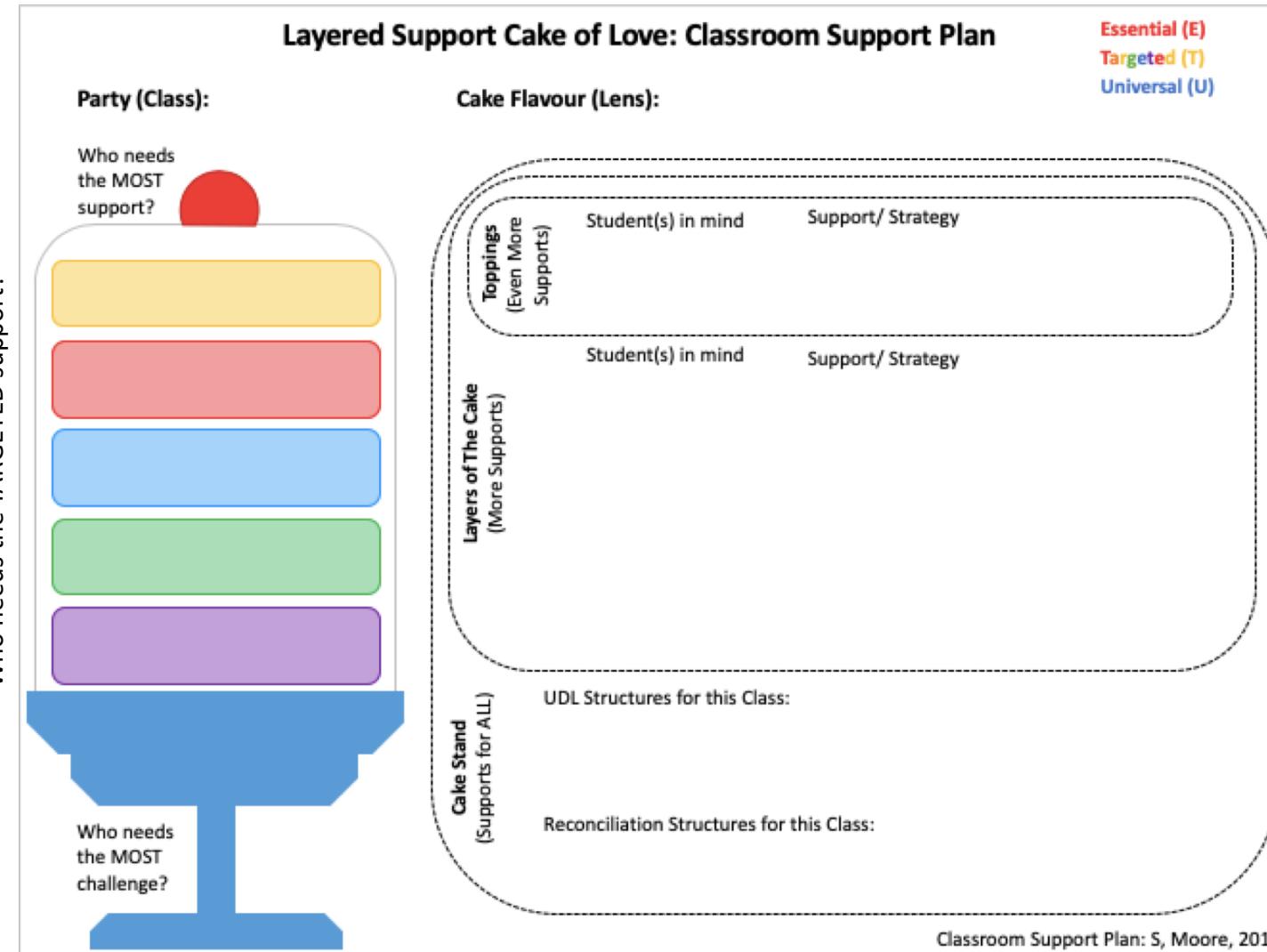
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# Example: Grade 6/7 class

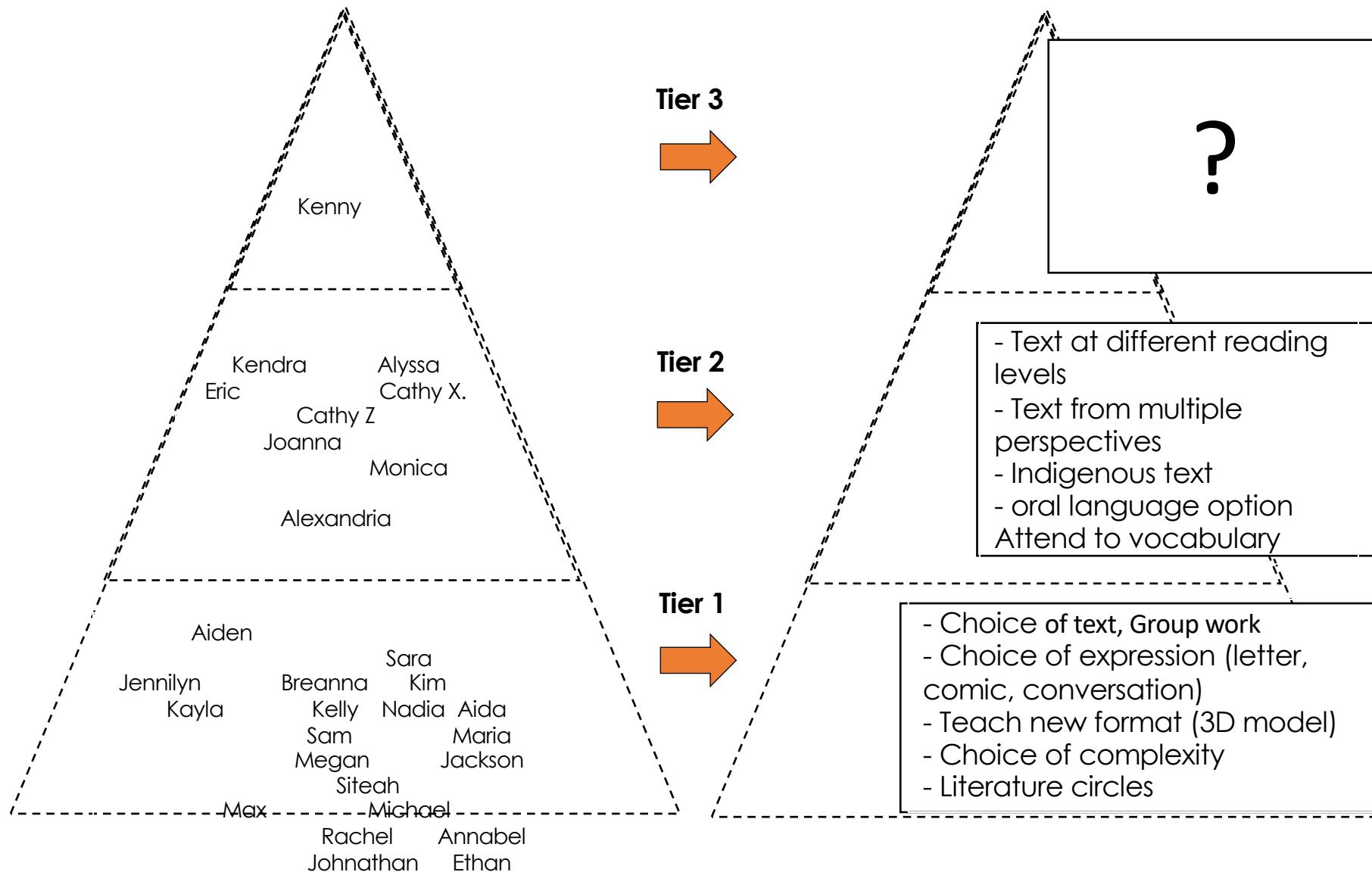
- **Inclusive Learning Communities Project**
- **Classroom Teacher/ Resource Teacher/ Facilitator**
- **Inquiry question:** What happens when we collaborate to plan using inclusive teaching strategies to respond to the range of diversity in a Language Arts Unit?
- Focus on 21<sup>st</sup> learning competencies and skills

# STRATEGY: RTI/MTLS

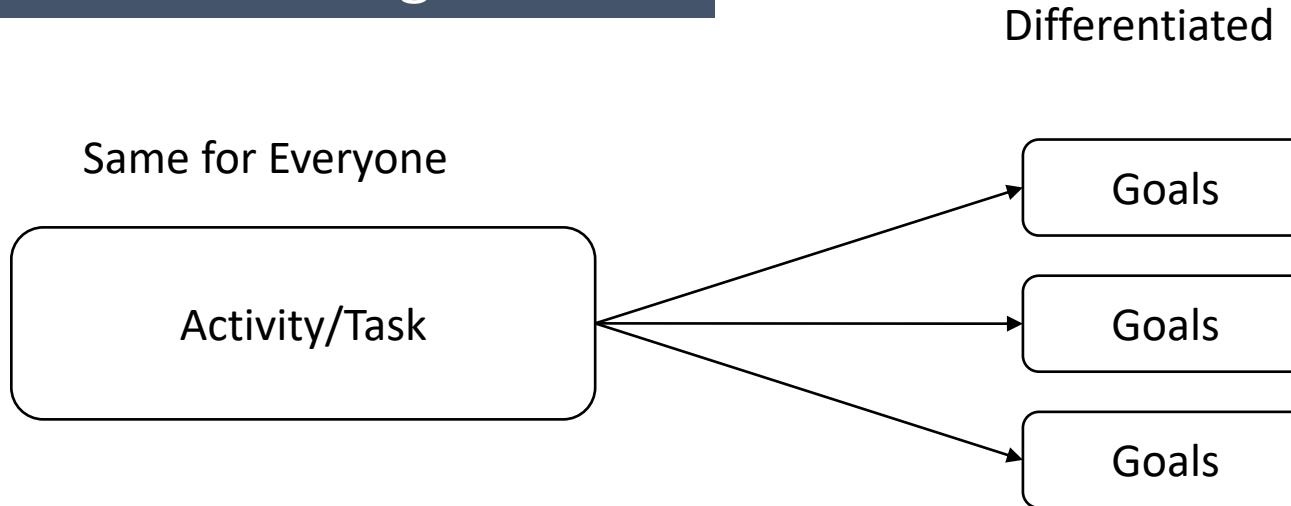


## RTI Triangle

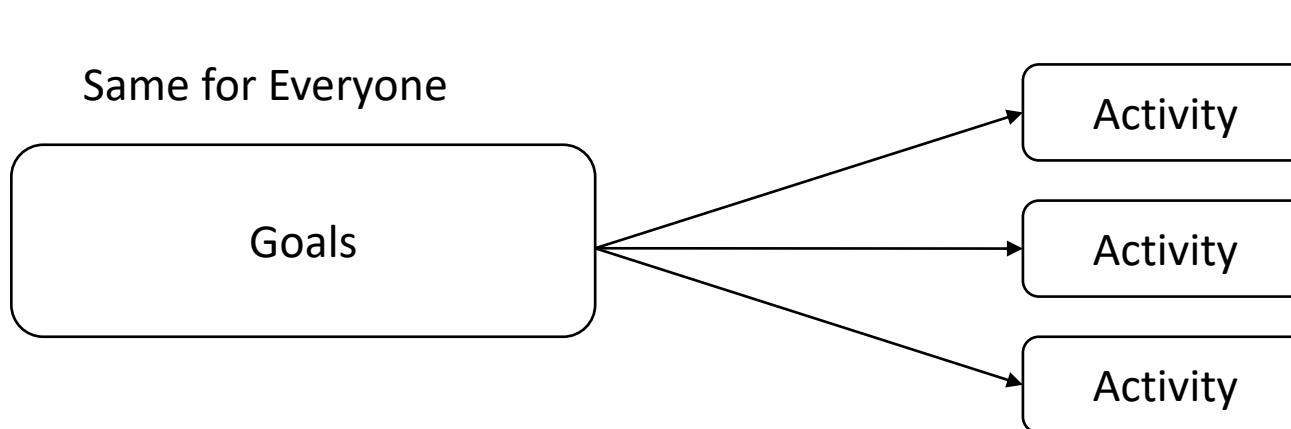
### Lens: Personal Awareness & Responsibility



# Forward Design



# Backward Design



# Competency Curriculum

Students will become competent at personal awareness and responsibility by...

## Set of Profiles: Personal Awareness and Responsibility Competency

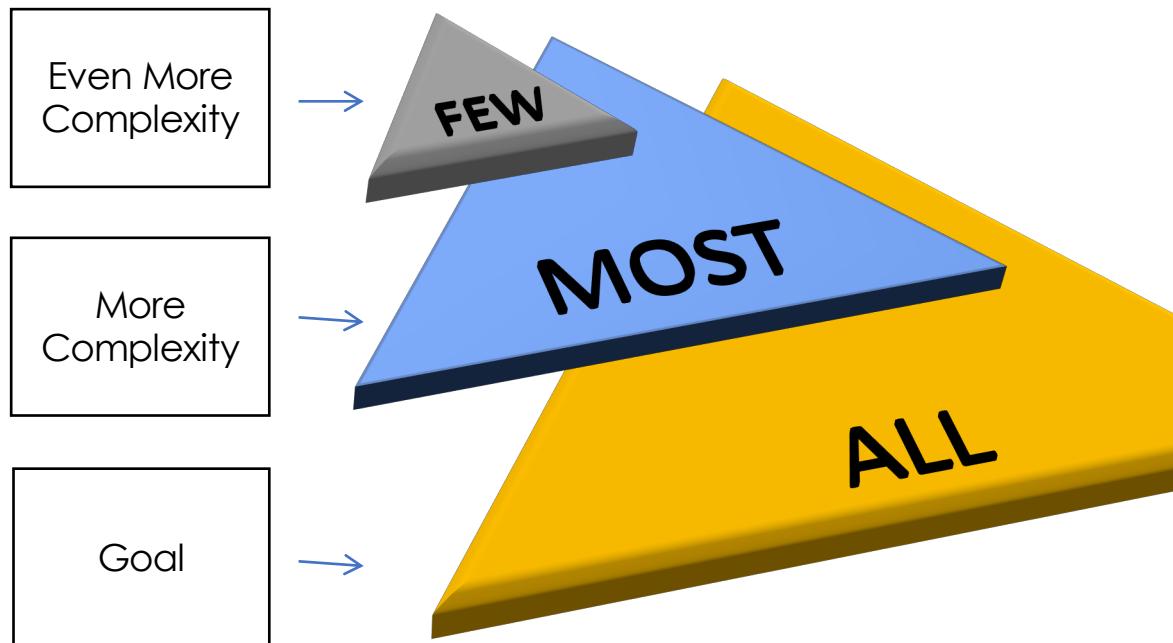
These profile descriptions include the three facets that underpin the Personal Awareness and Responsibility Competency: self-determination, self-regulation, and well-being. The three facets are interrelated and are embedded within the profile descriptions, which are written from a student's point of view.

PROFILE	DESCRIPTION
1	With support, I can show a sense of accomplishment and joy, and express some wants, needs, and preferences. I can sometimes recognize emotions. I can participate in activities that support my well-being.
2	In a safe, supportive environment, I can share my ideas and accomplishments, and accept responsibility for my actions. I can use strategies that increase my feeling of well-being and help me manage my feelings and emotions. I can connect my actions with both positive and negative consequences. I make decisions about my activities and, with support, take some responsibility for my physical and emotional well-being. I can express my wants and needs and celebrate my efforts and accomplishments.
3	I can recognize my strengths and use strategies to focus, manage stress, and accomplish my goals. I can be focused and determined. I can set realistic goals, use strategies to accomplish them, and persevere with challenging tasks. I can tell when I am becoming angry, upset, or frustrated, and I have strategies to calm myself. I can make choices that benefit my well-being and keep me safe in my community, including my online interactions. I advocate for myself and my ideas; I accept myself.
4	I can recognize my value and advocate for my rights. I take responsibility for my choices, my actions, and my achievements. I can set priorities; implement, monitor, and adjust a plan; and assess the results. I take responsibility for my learning, seeking help as I need it. I use strategies for working toward a healthy and balanced lifestyle, for dealing with emotional challenges, and for finding peace in stressful times. I know how to find the social support I need. I have valuable ideas to share; I can imagine and work toward change in myself and in the world.
5	I can identify my strengths and limits, find internal motivation, and act on opportunities for self-growth. I take responsibility for making ethical decisions. I can take ownership of my goals, learning, and behaviour; I act on what is best, over time, in terms of my goals and aspirations. I recognize the implications of my choices and consult with others who may be affected by my decisions. I sustain a healthy and balanced lifestyle. I am aware of my personal journey and reflect on my experiences as a way of enhancing my well-being and dealing with challenges. I can advocate for myself in stressful situations. I take the initiative to inform myself about controversial issues and take ethical positions.

# Making the plan! Backwards Design

- **Essential Question:** What does it mean to be personally aware and responsible and how can this help me in my life inside and outside of school?
- **Targeted Goals:** Self determination/ Self Regulation
- **Key Vocabulary:** goal, celebrate, effort, accomplishment, persevere, advocate, plan, initiative
- **Performance tasks**
  - 1. create a 3D model that represents your understanding of being personally aware & responsible
    - Choose to work individually or with a partner, choose level of challenge
  - 2. Describe how being personally aware & responsible connects to and can help you in your own life
    - Choose from writing a letter, drawing a comic, having a meeting; choose level of challenge

# Planning Pyramid



I can become competent at personal awareness and responsibility by...

**Goal for FEW**

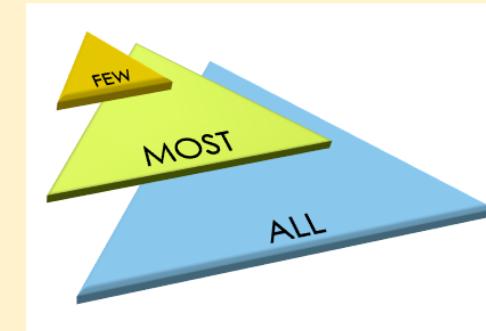
- I can take **initiative** and make change in myself and the world (self determination)
- I can adjust a plan that I have made to meet a goal (self regulation)

**Goal for MOST** +

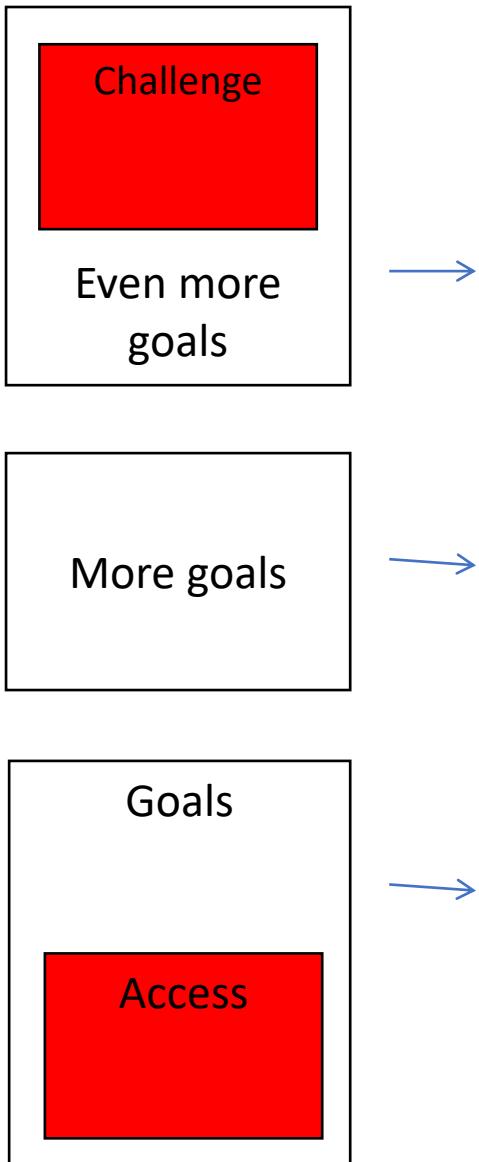
- I can **advocate** for myself and my ideas (self determination)
- I can implement a **plan** that I have made to meet a **goal** (self regulation)

**Goal for ALL** +

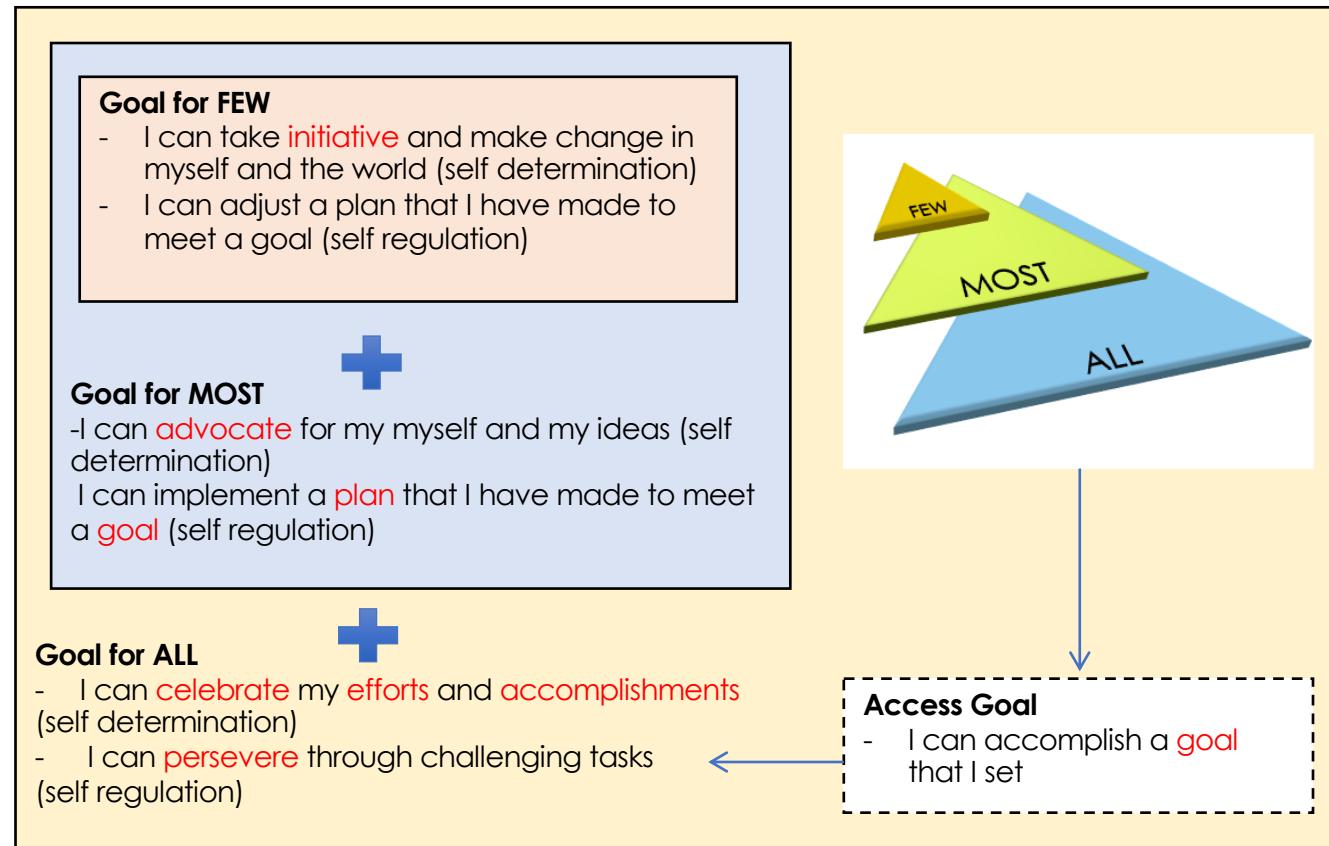
- I can **celebrate** my **efforts** and **accomplishments** (self determination)
- I can **persevere** through challenging tasks (self regulation)



# Creating Access AND Challenge

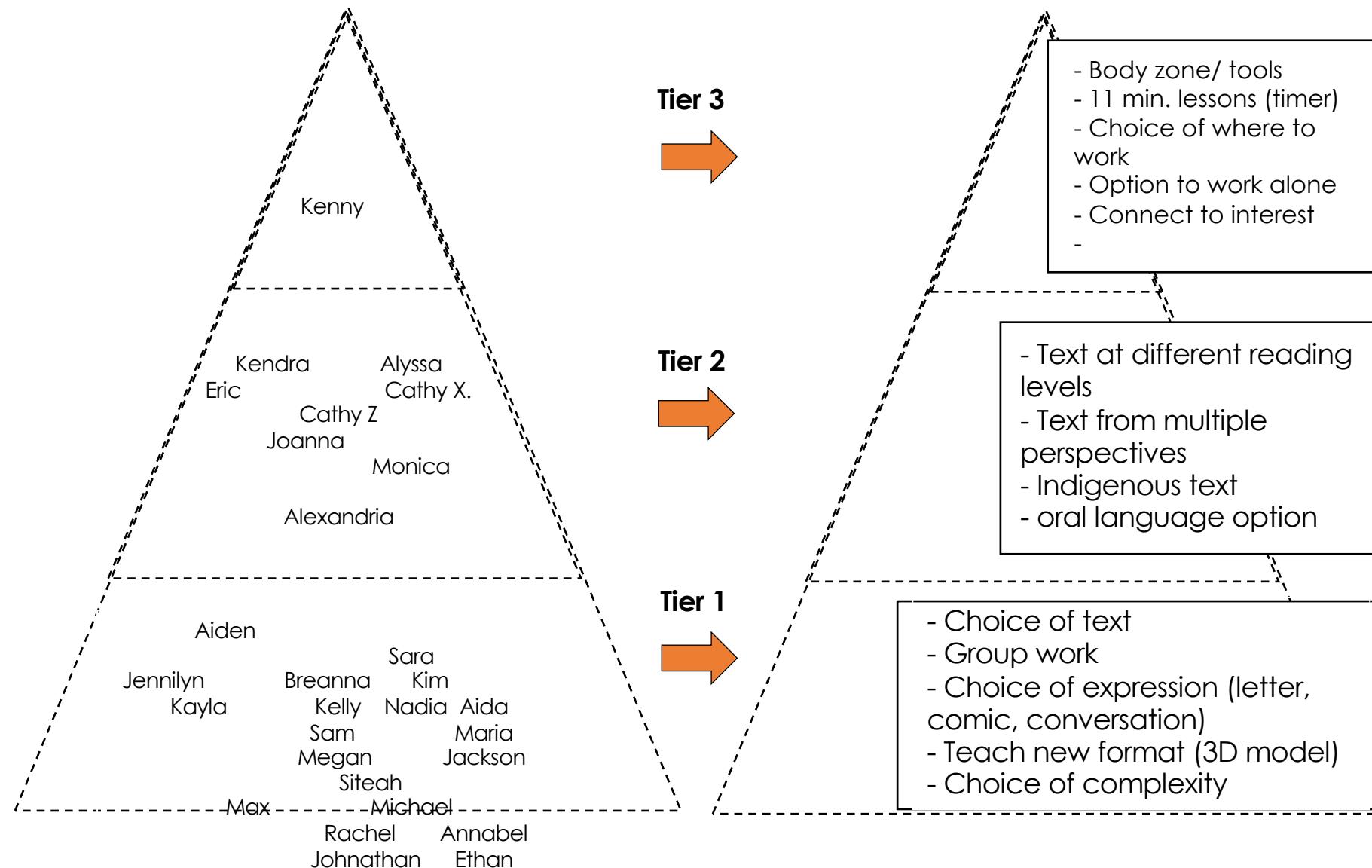


# Unit Learning Map

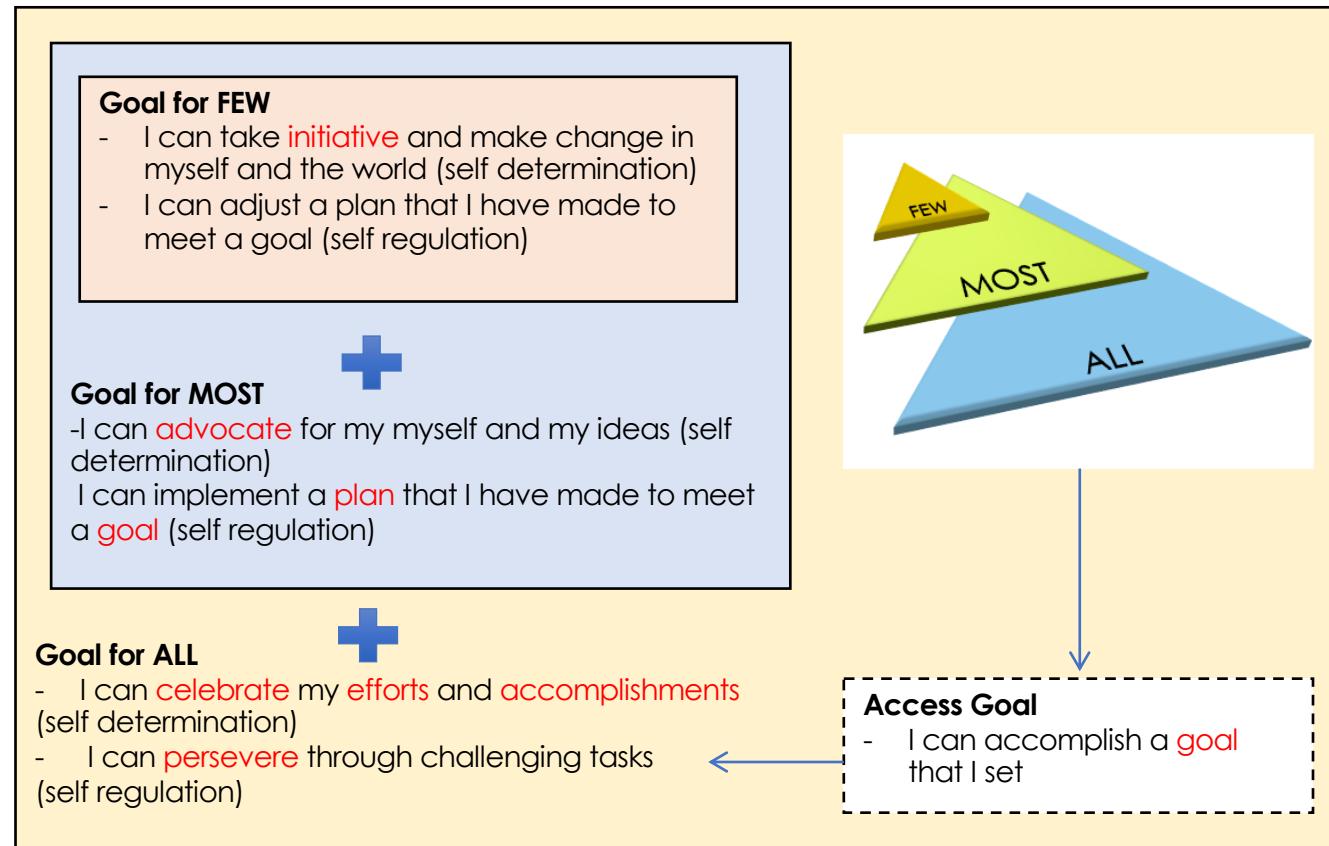


## RTI Triangle

### Lens: Personal Awareness & Responsibility



## Extend access and/or challenge



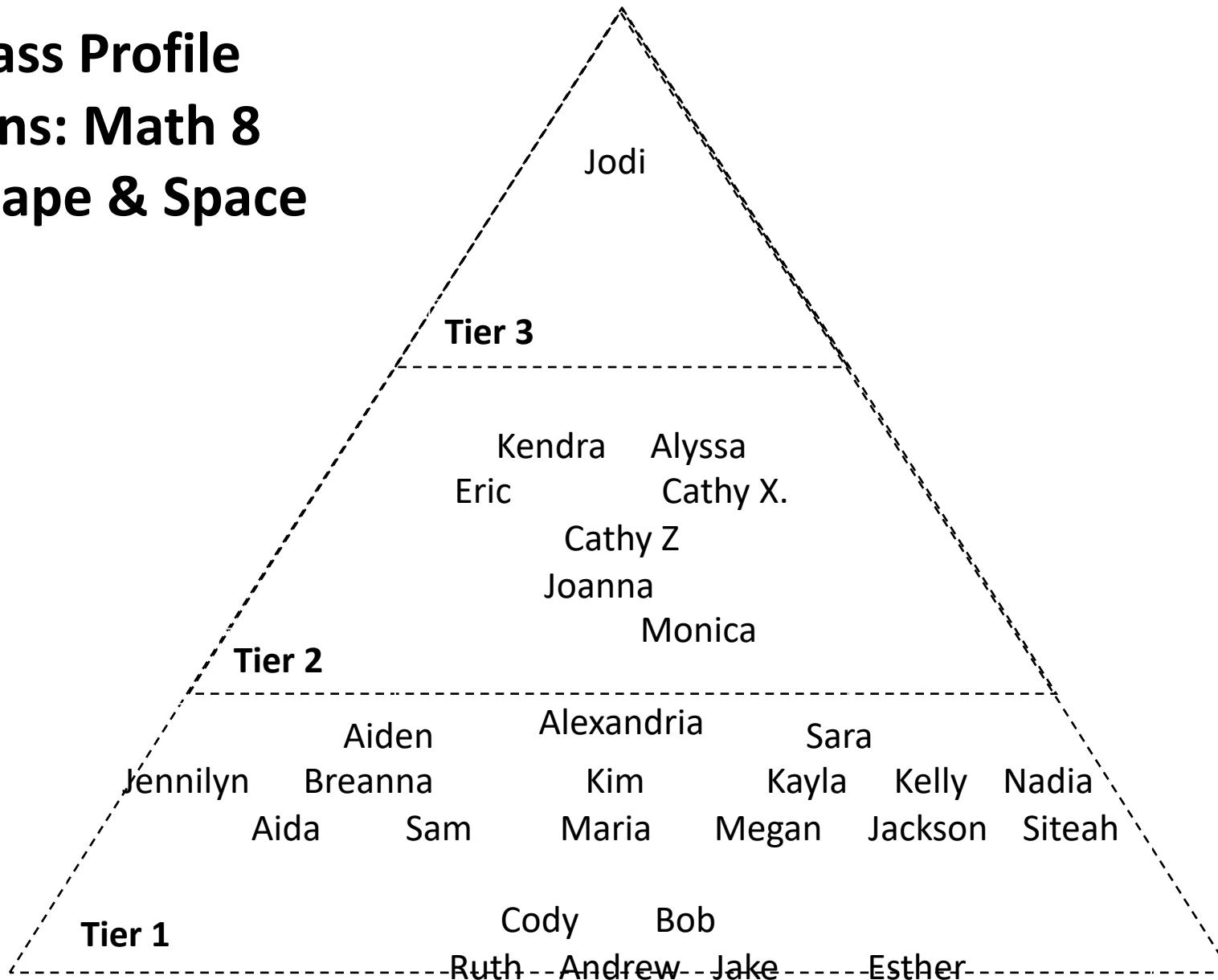
# HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

- Who are the **students**? What is the range of **diversity**?
- What kind of **curricula** are the **students** learning?
- How is the curriculum **responsive** to the **students** dimensions?
- How do the **students** make the **adjustments** they need to use the curriculum?

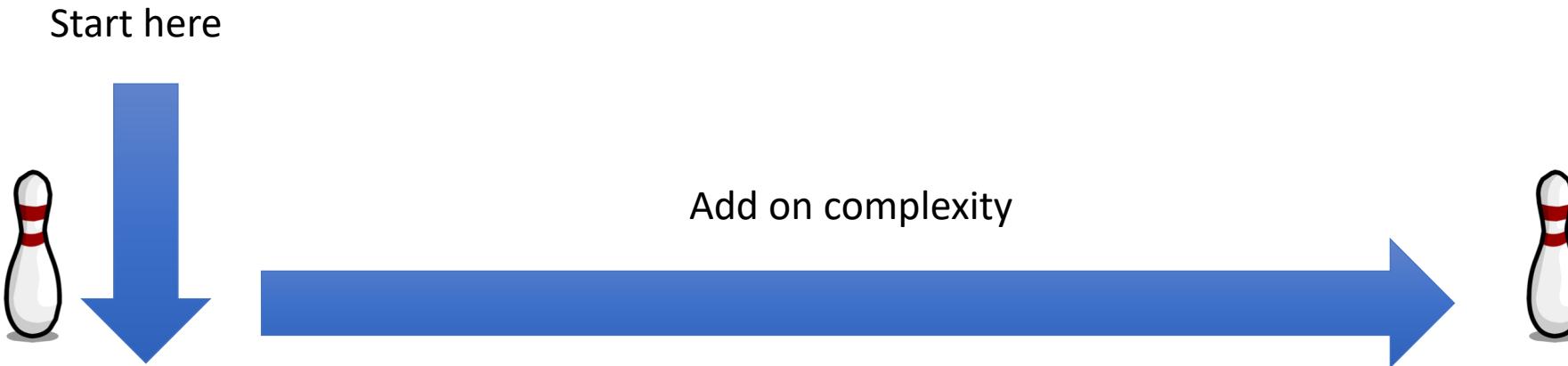
# Class Profile

## Lens: Math 8

### Shape & Space



# The lesson goal...



Need to know	Must know	Can know	Could know
What are shapes? (square, rectangle, triangle, circle)	What is 2D/3D, prism, cube, rectangular prism, length, width, height, area, volume?	What is triangular prism, face, surface area?	What is cylinder, base, net?

# The lesson – Start

Words I Know

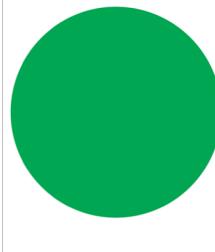
Words I Don't Know

# Sort the pictures/words

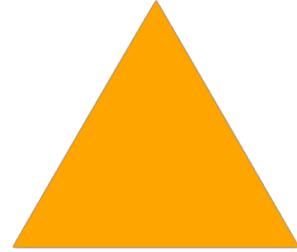
rectangle



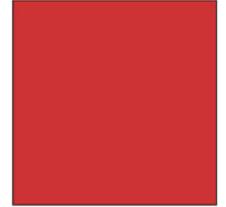
circle



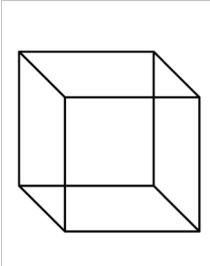
triangle



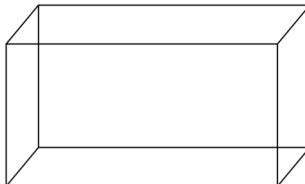
square



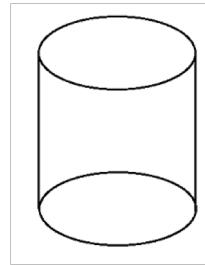
cube



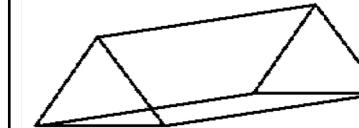
rectangular prism



cylinder



triangular prism



face

surface area

base

net

width

height

area

volume

2D

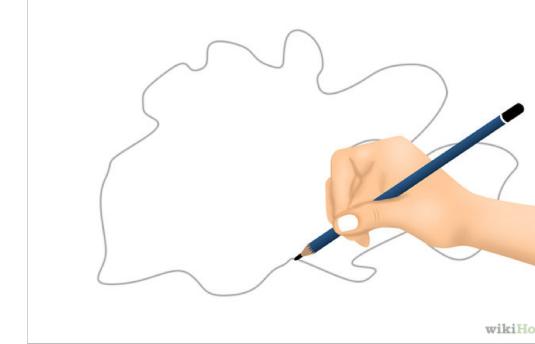
3D

prism

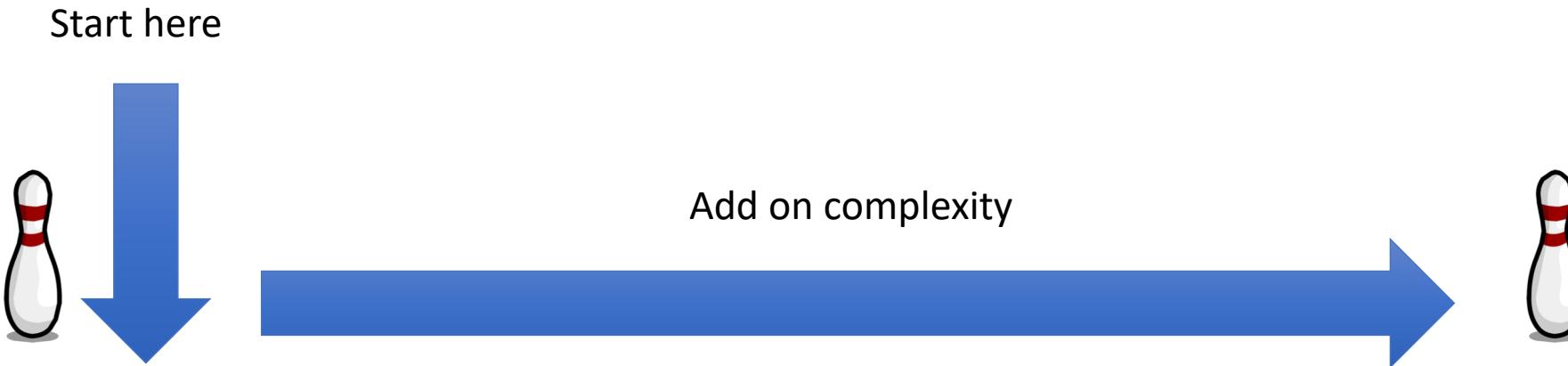
length

# Draw it!

- The words you know
  - Show what the words means in Pictures
- The words you don't know
  - use text, internet, each other
  - show what the words mean in pictures



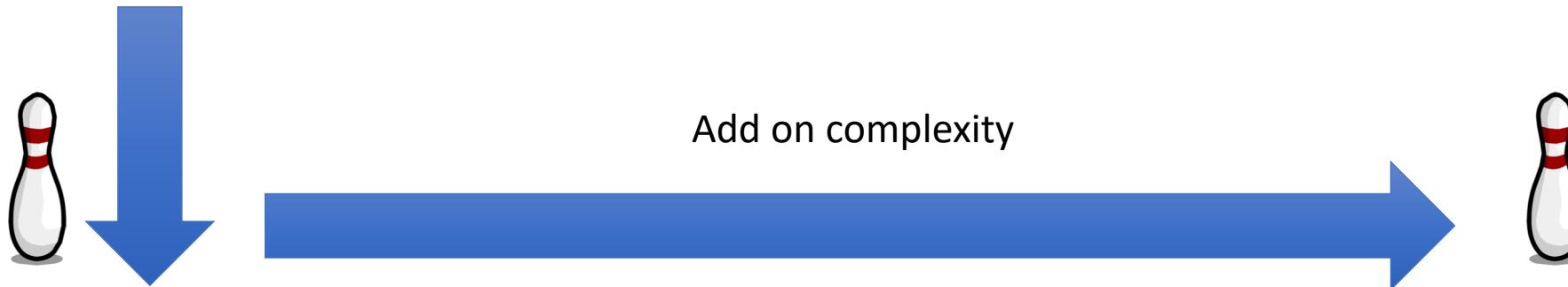
# The lesson goal...



Access	All	Some	Few
What are shapes? (square, rectangle, triangle, circle)	What is 2D/3D, prism, cube, rectangular prism, length, width, height, area, volume?	What is triangular prism, face, surface area?	What is cylinder, base, net?

# The lesson goal...

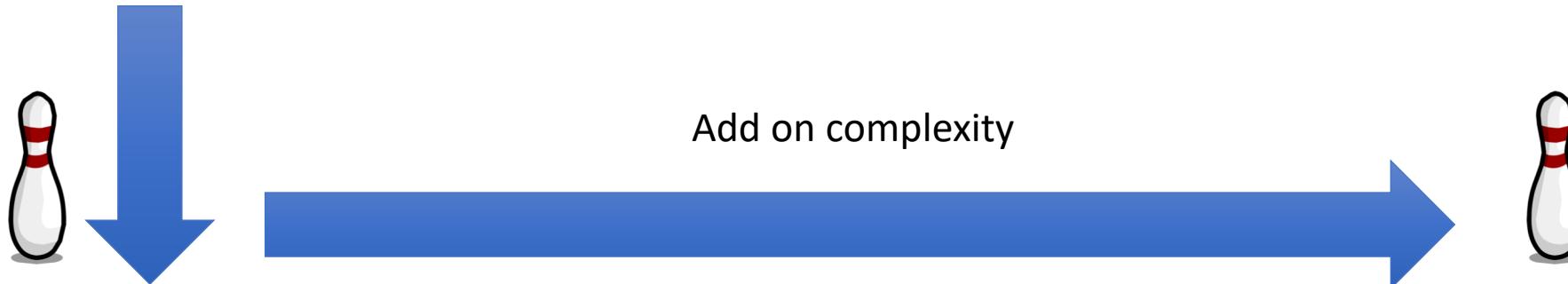
Start here



Access (NEED)	All (MUST)	Some (CAN)	Few (COULD)

# The lesson goal...

Start here



Access (NEED)	All (MUST)	Some (CAN)	Few (COULD)
I can build a 3D prism	I can build a 3D prism with a volume of 24 units <sup>3</sup>	I can build a net for a prism with the volume of 24 units 3	I can determine the surface area for a 3D prism with the volume of 24 units 3
I can draw a line with a ruler	I can create a drawing of a 3D prism with a volume of 24 units 3		

# HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

- Who are the **students**? What is the range of **diversity**?
- What kind of **curricula** are the **students** learning?
- How is the curriculum **responsive** to the **students** dimensions?
- How do the **students** make the **adjustments** they need to use the curriculum?

# Lesson Study at AD Rundle: English 8

- Lesson Study
  - Case Study Classroom
  - Plan in the morning/ co teach in the afternoon
  - observation
- Debrief

# Class/Community Profile

(Brownlie & King, 2000)

## Class Review Recording Form

### Classroom Strengths

- Talking, great conversation when structured, competition
- Socially motivated, technology, empathy
- They like worksheets (the structure)
- Interests – athletic, academic, movement – like to go to gym when they are done

### Classroom Stretches

- Off task talking, inappropriate comments, introvert sometimes get lost, effected emotionally by social structures, can complain, but will adjust when addressed
- Small group is dominate

Teacher: English 8

Class: Ms. G

### Decisions/ Supports (Class wide supports)

- structure, movement, stations, active lesson, flexible groupings, graphic organizers, technology, connection with adults, clear plan and routine, leadership opportunity

### Target goals (class wide core competencies)

- Communication (strength)
- Self awareness & responsibility
- Creative thinking

### Individual Concerns

#### Medical

Abdullah (PTSD)  
Hailey (Chronic health)

#### Language

- Abdullah (1), Morrison (3),  
Adrian (ESD)

#### Learning

- Savannah (Q), **Owen (G)**,  
Abdullah, D'Art (Q), LaSenza  
(D), Morrison, Tyler (Q),  
Melacchy (R),

#### Socio-Emotional

- Savannah, Hailey, Owen,  
Lane, Kaliyah, Shianne, D'Art,  
LaSenza, Aiden (P), Nyah,  
Melacchy, Patrick

#### Other – absence/attendance

- Tyler, Shianne,  
Abdullah, Hailey,  
LaSenza, D'Art, Raiden

# RTI Triangle

Grade/Course/Subject (place)

English 8

Lens 1: Literacy

Students who  
need the most  
challenge



Students who need  
the most support



Tier 3

LaSenza (D)  
Owen (G)

D'Art (R)

Abdullah

Tier 2

Tyler  
Melachhy, Nyah,  
Morrison, Patrick, Savannah,  
Shianne, Raiden, Luke,  
Hailey?

Tier 1

Adrian, Calleigha

Lane, Gilbert, Riley

Eughee, Tosin, Quin, Chris

Aiden,

# 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?

## Backward Design Unit Planning Template: Building the Curricular Plane

Grade:	Subject Area(s):	Planning Team:
	<b>Big Idea:</b> Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.	<b>Unit Guiding Question(s):</b> How can I be active citizen? How can I use oral language to be an active citizen and my contribute to community?
<b>Content Goal</b>	I know oral language features and strategies  I know elements of visual and graphic texts	
<b>Curricular Competency Goal</b>	I can construct meaningful connections between self, text and world	
<b>Curricular Competency Goal</b>	I can synthesize ideas from a variety of sources to build understanding	
<b>Curricular Competency Goal</b>	I can use writing and design processes to plan, develop, and create engaging and meaningful oral texts for a variety of purposes and audiences	
<b>Curricular Competency Goal</b>	I can assess and refine oral texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message	

**Guiding Unit Question:**

**Lesson Goal(s):**

**Date**

**Connecting Activity:**

**Supports**

**Mini Lesson:**

**Processing Tasks**

I Need to...



Access

I Must...



All

I Can...



Most

I Could...



Few

I Can Try to...



Challenge

**Transforming & Personalizing Activity:**

**Guiding Unit Question:** How can I be active citizen? How can I use oral language to contribute to my community?

**Lesson Goal(s):** I know what makes a **POWERFUL TED talk**

I know oral language features and strategies

I know elements of visual and graphic texts

Date

**Connecting Activity:** What is an active citizen (look/sounds), review vocabulary

Supports

- Proximity to Nicky, scribe, strategic group members, check in, reassurance, redirection to prompts, task break down,
- Strategic locations, groups of 2 or 3, translated videos,
- Visuals, vocab review,
- Modeling, interesting ted talk,
- Pre teach vocabulary
- power point/ document camera
- Interesting ted talks
- Youth speakers
- Not too long videos
- About relevant issues

**Mini Lesson: Model with first 5 minutes of Shelley's ted talk**

**Processing Tasks**

I Need to...

Choose a Ted Talk  
What does the speaker look like/sound like

Access

I Must...

What is the speakers message?  
What does it feel like?

All

I Can...

Choose a differnt Ted talk  
- Same process

Most

I Could...

Respond to the ted talk with a connection, a question or an opinion

Few

I Can Try to...

Give feedback to the speaker on how to improve

Challenge

**Transforming & Personalizing Activity: Exit slip – If you were going to make a **POWERFUL Ted Talk**, what are something you would do? What would be a topic you would talk about?**

# Lesson

How can I be an **active citizen**?

How can I use a **TED Talk**  
to be an **active citizen** and  
**contribute** to my **community**?

- active citizen
- TED Talk
- contribute
- community

What do you think we  
are going to learn  
about today?

Goals: I know what  
makes a powerful TED  
talk

# What makes a POWERFUL TED talk?

Start here!

Go as far as you can

I NEED to

- choose a QR code, watch the TED talk
- notice what the message of this TED talk is

I MUST

- notice what this TED talk LOOKS like
- notice what this TED talk SOUNDS like
- notice what this TED talk FEELS like

I CAN

- analyze another QR code

I COULD

- make a connection, question or opinion about the Ted Talk

I CAN TRY TO

- offer some feedback to make the TED talk better

**TED Talks****Names of group members:** \_\_\_\_\_

Title	What is the <u>message</u> of this TED Talk?	What does this TED talk <u>look</u> like?	What does this TED talk <u>sound</u> like?	What does this TED talk <u>feel</u> like?
Under the Table				

TED Talks		Names of group members:			
Title	What is the <u>message</u> of this TED talk?	What does this TED talk <u>look</u> like?	What does this TED talk <u>sound</u> like?	What does this TED talk <u>feel</u> like?	
Under the Table	<p>Inclusive Education</p> <ul style="list-style-type: none"> <li>- students in all classroom</li> <li>- everyone can learn</li> </ul>	<p>Red dot → stay in one place</p> <p>Dressed up</p> <p>Formal - stage lighting - but down was dark</p> <p>gestures</p> <p>pictures/visuals</p> <p>Colours - red not a script</p>	<p>funny jokes</p> <p>not just read</p> <p>conversational</p> <p>natural</p> <p>some "umms" are ok</p> <p>Story</p>	<p>passionate</p> <p>inspiring</p> <p>knowledgeable</p> <p>connected</p>	

**TED Talks**Names of group members: Eugene A, Savannah, Nyah

Title	What is the <u>message</u> of this TED Talk?	What does this TED talk <u>look</u> like?	What does this TED talk <u>sound</u> like?	What does this TED talk <u>feel</u> like?
Overcoming hopelessness	- Everyone Matters and life special	- No Arms & legs	- Sad	- Depressed

## TED Talks

Names of group members: Adrian, Lasenza, Gilbert

Title	What is the <u>message</u> of this TED Talk?	What does this TED talk <u>look</u> like?	What does this TED talk <u>sound</u> like?	What does this TED talk <u>feel</u> like?
<p>The unexpected face of homelessness</p> 	<ul style="list-style-type: none"><li>- She bought the homeless guy a shoes and she didn't know the homeless stole the shoes</li><li>- she talked about how homeless she was and she didn't have many friends</li><li>- Never judge people by there cover</li></ul>	<ul style="list-style-type: none"><li>- The screen in the back was quote says "I bought him those shoes because he didn't have any"</li><li>- Showing a bunch picture</li></ul>	<ul style="list-style-type: none"><li>- she sounds really confident to what shes talking</li><li>- it's sounds like she knows what she's doing</li></ul>	<ul style="list-style-type: none"><li>- she makes you feel so inspired</li><li>- it made you somewhat emotional</li><li>- never judge people by there cover</li></ul>

Rethink before you type



## TED Talks

Names of group members: Quinn, Morrison, Hickox

Title	What is the <u>message</u> of this TED Talk?	What does this TED talk <u>look</u> like?	What does this TED talk <u>sound</u> like?	What does this TED talk <u>feel</u> like?
<u>Overcoming Hopelessness</u>  Overcoming hopelessness 	<ul style="list-style-type: none"><li>-Always be hopefull</li><li>-Even if other people tell you bad things or discouraging things</li><li>-Everyone has value</li></ul>	<ul style="list-style-type: none"><li>-Dark</li><li>-On a table</li><li>-no limbs</li><li>-Screen behind him</li></ul>	<ul style="list-style-type: none"><li>-inspiring</li><li>-emotional</li><li>-Powerfull</li><li>-Brave</li><li>-Loud</li><li>-Strong</li><li>-alone</li></ul>	<ul style="list-style-type: none"><li>-inspiring</li><li>-emotional</li><li>-Powerfull</li><li>-Sad</li><li>-like you are the only one there</li></ul>

(Paste QR code here)

**TED Talks****Names of group members:**

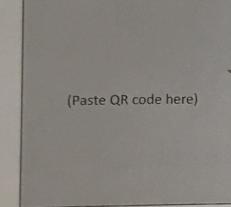
Title	What is the <u>message</u> of this TED Talk?	What does this TED talk <u>look</u> like?	What does this TED talk <u>sound</u> like?	What does this TED talk <u>feel</u> like?
<p>Rethink before you type</p> 	<p>Rethink about what you say</p> <p>How we need to think what we say, what we do, or post</p>	<p>visuals young relevant red dot</p> <p>Presentable</p> <p>Dark room</p> <p>easy to focus</p>	<p>young</p> <p>Smart</p> <p>calming</p> <p>clapping</p> <p>cheering</p> <p>clearly speaking</p>	<p>inspiring</p> <p>astonishing</p> <p>life changing</p> <p>upsetting</p>

(Paste QR code here)

Names of group members: <u>Chris, Owong, Patrick</u>				
Title	What is the <u>message</u> of this TED Talk?	What does this TED talk <u>look</u> like?	What does this TED talk <u>sound</u> like?	What does this TED talk <u>feel</u> like?
The unexpected face of homelessness	<p>The message of this TED talk is that if we keep imagining the stereotypical homeless person how many youths will <u>reach out</u> with this problem. you are more than what you own. <u>home and family is important</u> have a home</p>	<p>Rough living</p> <ul style="list-style-type: none"> <li>- Logo</li> <li>- pictures</li> <li>- colourful</li> <li>- successful</li> <li>- fancy, professional</li> <li>- confident</li> <li>- <del>funny</del></li> </ul>	<ul style="list-style-type: none"> <li>- She has an accent</li> <li>- clear</li> <li>- confident</li> <li>- </li> </ul>	<ul style="list-style-type: none"> <li>- Feels</li> <li>- believed in herself</li> <li>- stagefright</li> <li>- nervous</li> <li>- tired</li> </ul>
	(Paste QR code here)			

## TED Talks

Names of group members: Rylee, Lane Dart.

Title	What is the <u>message</u> of this TED Talk?	What does this TED talk <u>look</u> like?	What does this TED talk <u>sound</u> like?	What does this TED talk <u>feel</u> like?
<u>Over coming Hopelessness</u>      (Paste QR code here)	<ul style="list-style-type: none"><li>- Dont look down on yourself.</li><li>- Stay hopeful.</li><li>- Dont let your looks discourage you.</li><li>- There are no limits, even if you're different looking, cultured or gender.</li></ul>	A 29 yr old with no limbs. He leaved and walked around. Dark settings. He was on a table.	Australian He sounded like Thor A focused/quiet audience.	Hopeful Deep/heartfelt He has the background, experience/Knowledge.

# Exit Slip – Choose one

1. If you were going to make a POWERFUL Ted Talk, what are some things you would do?
2. What would be a topic you would talk about?

Name



# HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

- Who are the **students**? What is the range of **diversity**?
- What kind of **curricula** are the **students** learning?
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- How do the **students** make the **adjustments** they need to use the curriculum?

# RTI Triangle

Grade/Course/Subject (place)

Grade 3

Curricular Lens:

Writing

Competency Lens:  
Creative Thinking

Students who  
need the most  
challenge



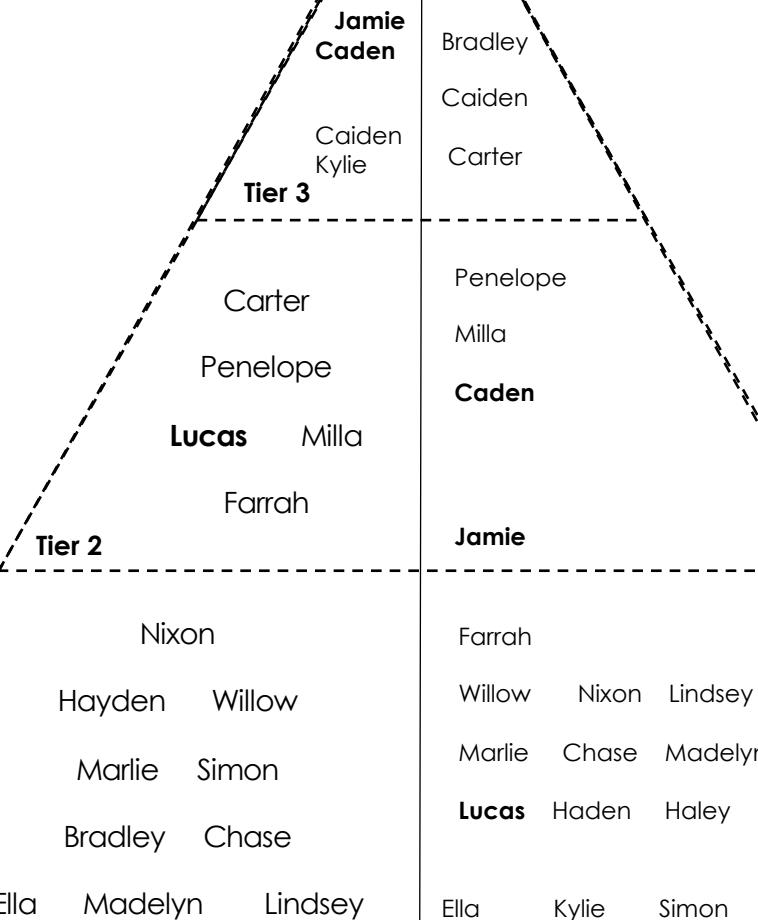
Tier 1

Curricular

Competency



Students who need  
the most support



## Summative Task:

Grade: 3	Subject Area: language arts/ Design	Planning Team: Uplands – Kelly, Shelley
Big Idea: Using language in <b>creative and playful ways</b> helps us understand how <b>language works</b>		Unit Guiding question: How do we use language in creative and playful ways to describe and help others understand our imaginary worlds?
Content Goal:	I know elements of story I know literary elements and devices	
Curricular Competency Goal: Create and communicate	I can create <u>stories</u> and other <u>texts</u> to deepen awareness of self, family, and community	
Curricular Competency Goal: Create and communicate	I can plan and create a variety of <u>communication forms</u> for different purposes and audiences	
Curricular Competency Goal: Create and communicate ADST	<u>I can design by sharing and explaining my ideas</u>	
Curricular Competency Goal: ADST	I can design by coming up with ideas (ideate)	
Core Competency Goal:	I can be a creative thinking by generating ideas	

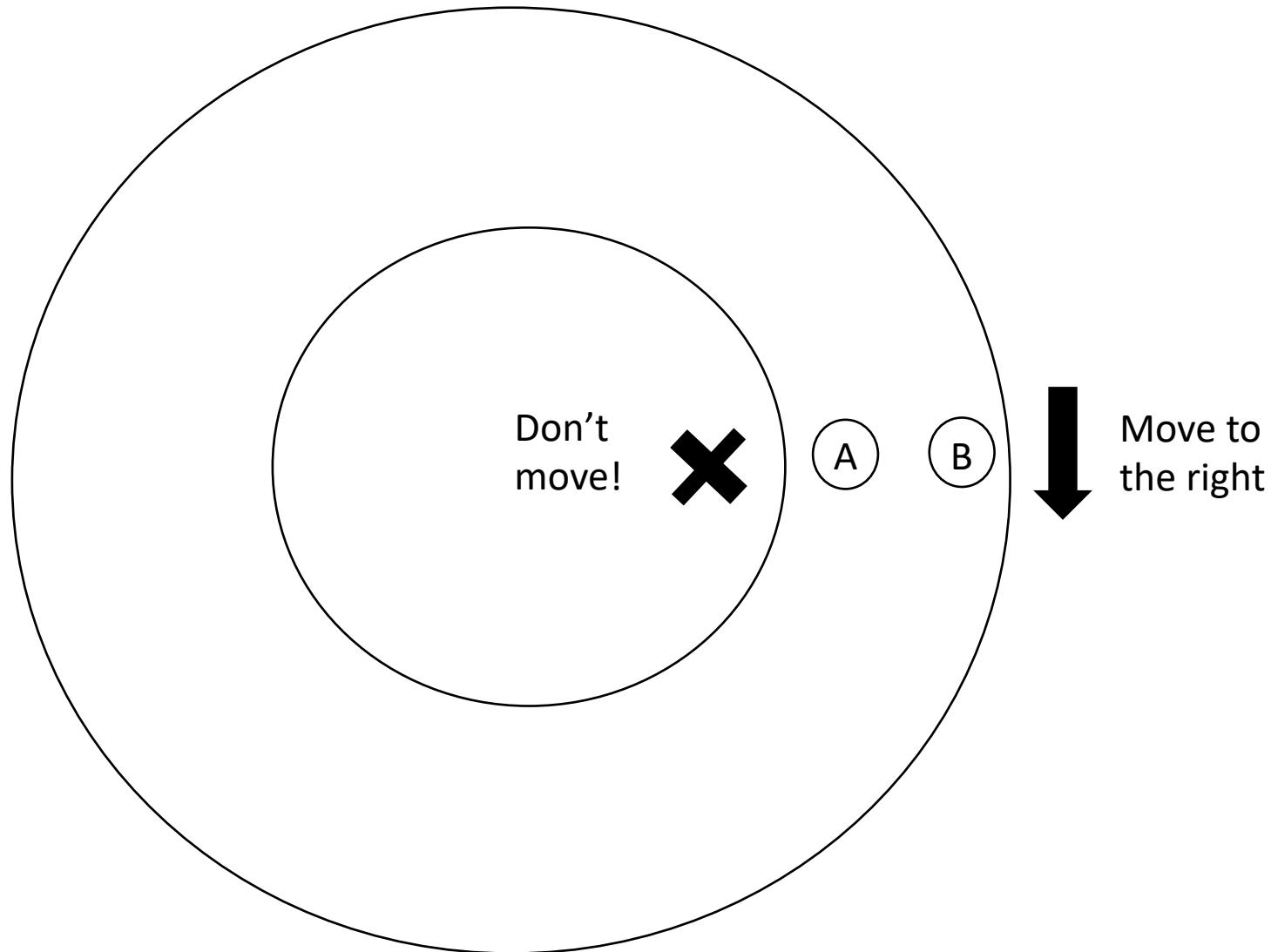
Grade(s): 3 Language Arts/ADST			Planning Team: Uplands – Kelley & Shelley		
Unit Guiding Question(s): How do we use language in creative and playful ways to describe and help others understand our imaginary worlds?					
Goals	Access	All	Most	Few	Challenge
<b>Content:</b> I know elements of story	I know imagination	I know setting I know character	I know conflict I know plot	I know theme	I know moral/lesson
<b>Curricular Competencies:</b> ADST	I can design by coming up with ideas (ideate)	I can make something	I can design something based on a need or an opportunity	I can come up with more ideas for my design  I can add ideas to other peoples design	I can choose to incorporate ideas that other people have about my design
	<i>I can design by sharing and explaining my ideas</i>	I can share my design with a partner that I choose	I can share my design with others	I can describe why I designed something  I can reflect on how my design turned out	I can describe how I worked with others while I was designing
<b>Curricular Competencies: Language Arts</b> Create & Communicate	I can create stories and other texts to deepen awareness of self, family, and community	I can share an event from my life  I can share a story following a amodel	I can share a story connected to myself  I can share a story in one way (visual, oral, written)  I can share a story to entertain and engage an audience	I can share a story about an experience or my identity  I can share a story in another way  I can share a story that instructs an audience	I can share a story about a personal journey  I can share a story in any way  I can share a story that inspires an audience
	I can plan and create a variety of communication forms for different purposes and audiences		I can plan and create in one way (visual, oral, written)  I can create for a small group audience	I can plan and create in two ways  I can create for another group	I can plan and create in any ways  I can create for a group I don't know

Grade(s): 3 Language Arts/ADST			Planning Team: Uplands – Kelley & Shelley		
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	<i>I can design by sharing and explaining my ideas</i>	I can share my design with a partner that I choose	I can share my design with others	I can describe why I designed something  I can reflect on how my design turned out	I can collaborate with other to come up with a new design together  I can describe how others added to my design
<b>Curricular Competencies: Language Arts</b> Create & Communicate	I can create stories and other texts to deepen awareness of self, family, and community	I can share an event from my life  I can share a story following a amodel	I can share a story connected to myself  I can share a story in one way (visual, oral, written)  I can share a story to entertain and engage an audience	I can share a story about an experience or my identity  I can share a story in another way  I can share a story that instructs an audience	I can share a story about a personal journey  I can share a story in any way  I can share a story that inspires an audience
	I can plan and create a variety of communication forms for different purposes and audiences	I can create for myself and my class community	I can plan and create in one way (visual, oral, written)  I can create for a small group audience	I can plan and create in two ways  I can create for another group	I can plan and create in any ways  I can create for a group I don't know

# Our Goals today!

1. I know **setting**
2. I can **design an imaginary setting**

# Inside/Outside Circle



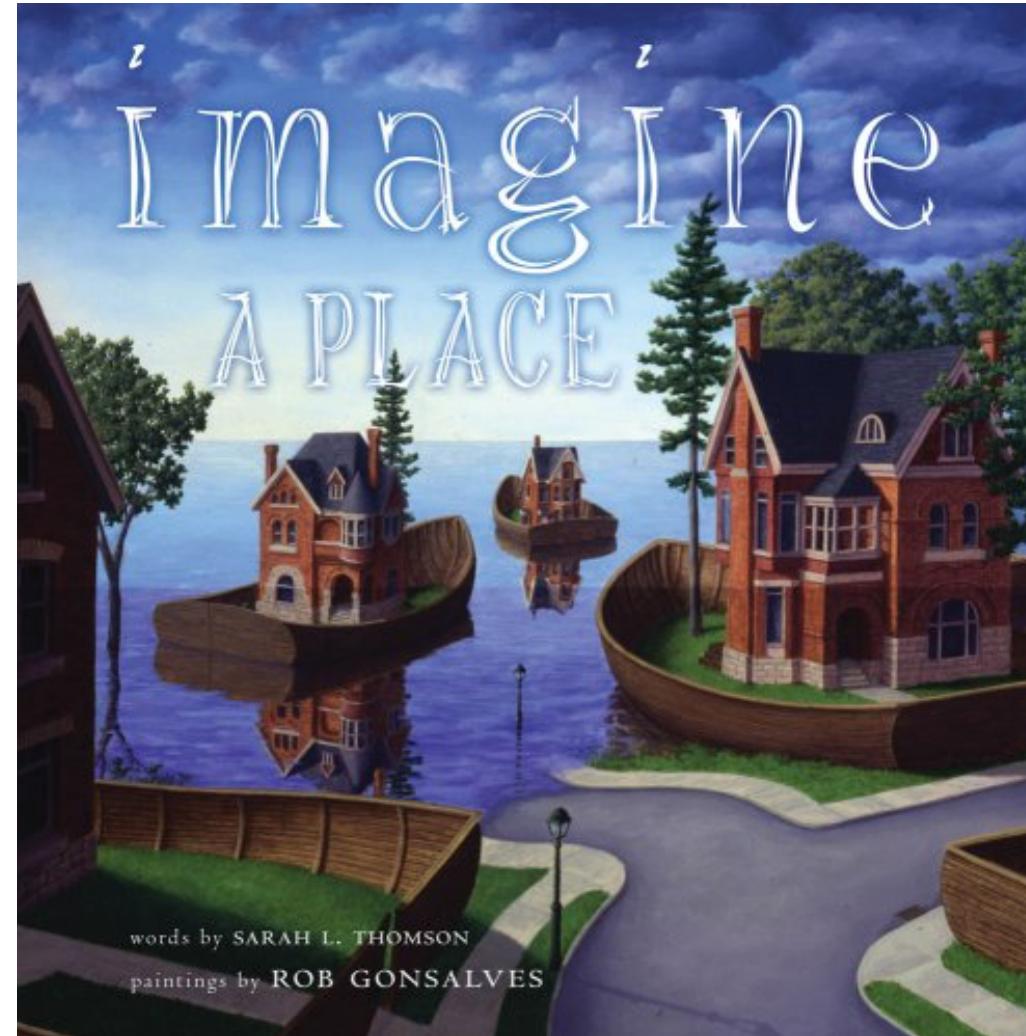
# Inside/Outside – 1 minute

- Partner A
  - “What does **imagination** mean to you?”
- Partner B
  - Shares their ideas!
- Partner A
  - “I LOVE that idea!”
  - “WOW! What great ideas!”
  - “I have some ideas too!”

**SWITCH!!**

Go to the carpet with you're  
A/B partner

Imagine a **PLACE**



**SETTING**

# What is in this setting?

Real	Imagined

# What is in this **setting**?



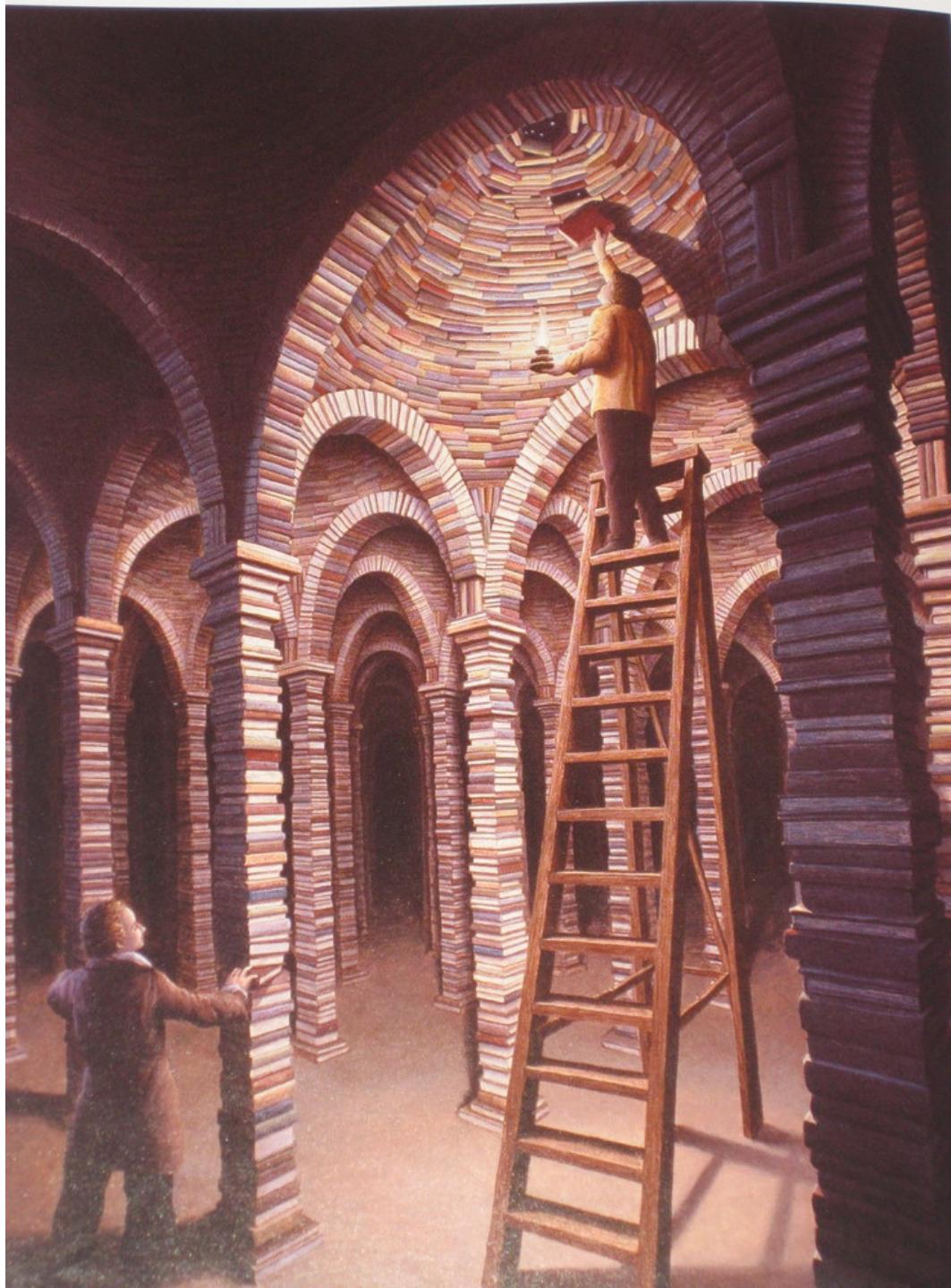
one a place ...  
you bend and sway,  
land,  
here a story

# What is in this **setting**?



imagine a place  
... where brick and mortar  
dig deep roots,  
where buds unfurl  
as soft as sunlight,  
strong as stone.

What is in  
this **setting**?



# What is in this **setting**?



# Today's Schedule

Reading  
Get to class  
Writing  
Recess  
Math  
Lunch

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54

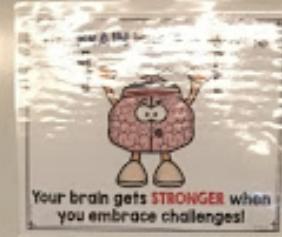
What is in this setting?

REAL

rocks trees  
water sun  
castles  
trees grass  
houses sky  
road ladders  
books couches  
people birds  
part of house

IMAGINATIVE

water turning into clouds  
rocks turning into castle  
people standing on top of clouds  
Sand/dirt turned into house  
trees turning into houses  
houses are growing  
books are becoming bricks  
people are smaller  
books aren't falling  
part of house  
waves make form → shells



Our job today!

Design an imaginative setting

# Design an **imaginative setting**

My imaginative  
Setting

---

Designers think about ideas

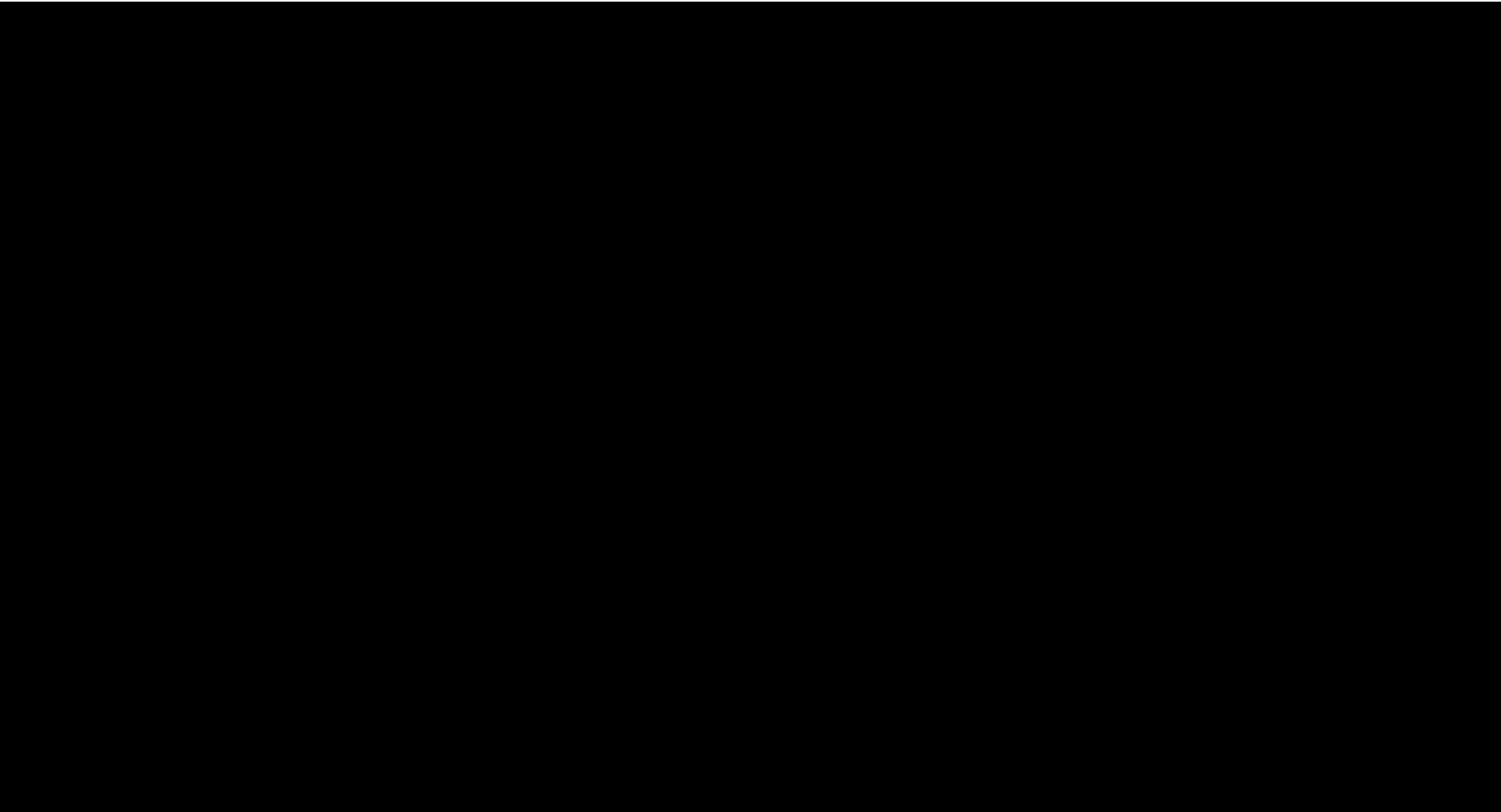
# Design an imaginative setting

My imaginative  
Setting

Forest

Designers record their ideas!

# Design an imaginative setting



Designers make prototypes!

# Design an imaginative setting



Designers create their diagrams!

# Design an imaginative setting



Designers label their diagrams!

# My job today: Design an imaginative setting

Start here!

Go as far as you can

I NEED to - think about an **imaginative setting**

I MUST - record your ideas and details of your **setting**

I CAN - create a prototype of your **setting**

I COULD - create a diagram of your **setting**

I CAN TRY TO – label the diagram of your **setting**

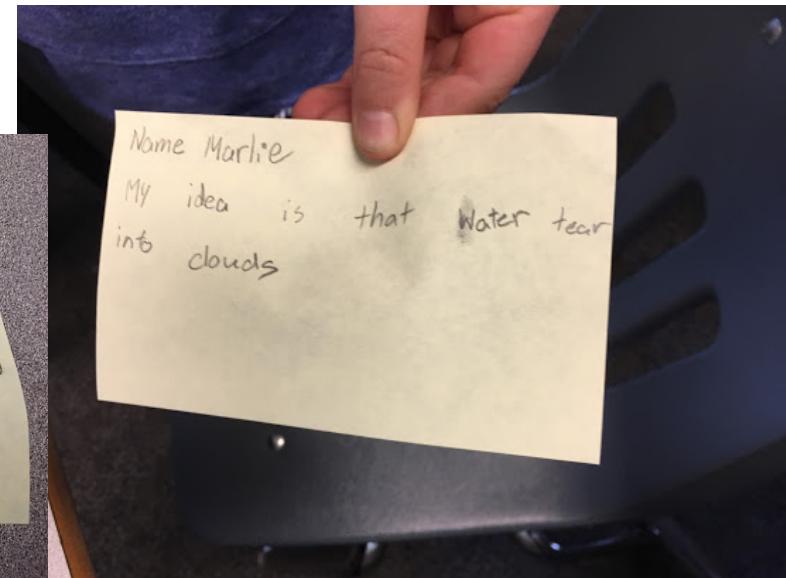
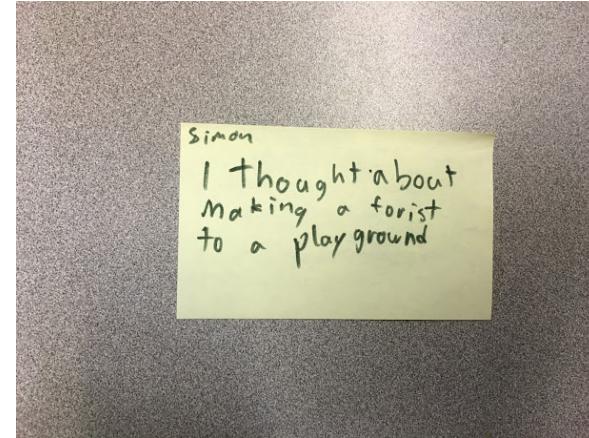
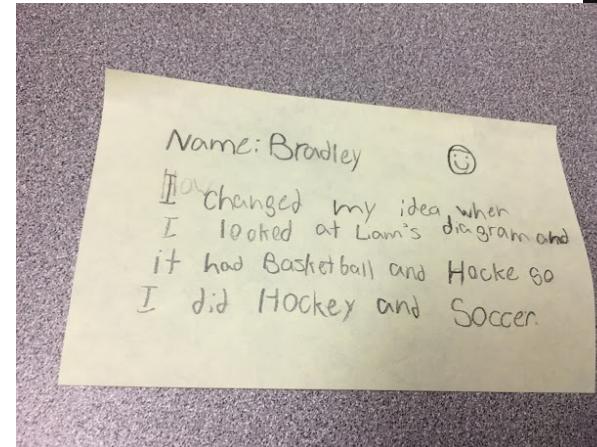
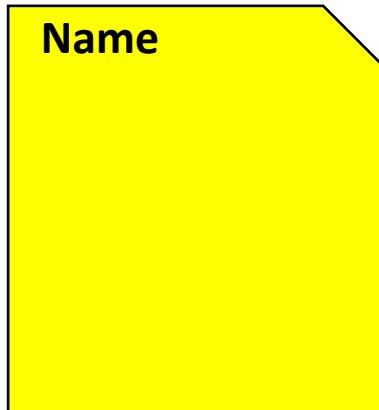
# Our Goals today!

1. I know **setting**
2. I can **design** an **imaginary** setting
3. I can **share** my design with others

# Reflection

Choose a Question

1. What is a great idea that you had today?
2. What is a great idea that you heard today?
3. How did your ideas change today?

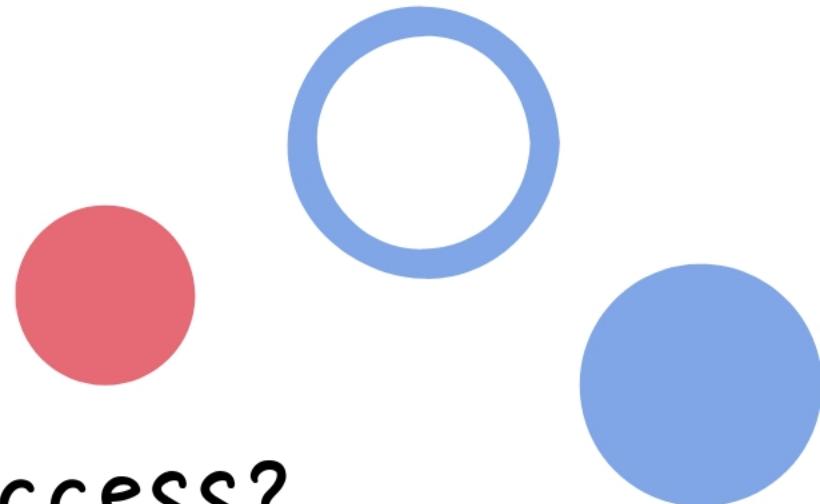


# HOW DO WE DESIGN AN ADJUSTABLE CURRICULUM?

- Who are the **students**? What is the range of **diversity**?
- What kind of **curricula** are the **students** learning?
- How is the curriculum **responsive** to the **students** dimensions?
- How do the **students** make the **adjustments** they need to use the curriculum?

# MAKING A PLAN...

- What is one useful thing so far?
- What is something you want to try?
- What is your first step?
- What supports do you need?
- How will you celebrate your success?



# SHELLEY MOORE



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