

SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



www.fivemooreminutes.com

www.blogsomemoore.com



@tweetsomemoore

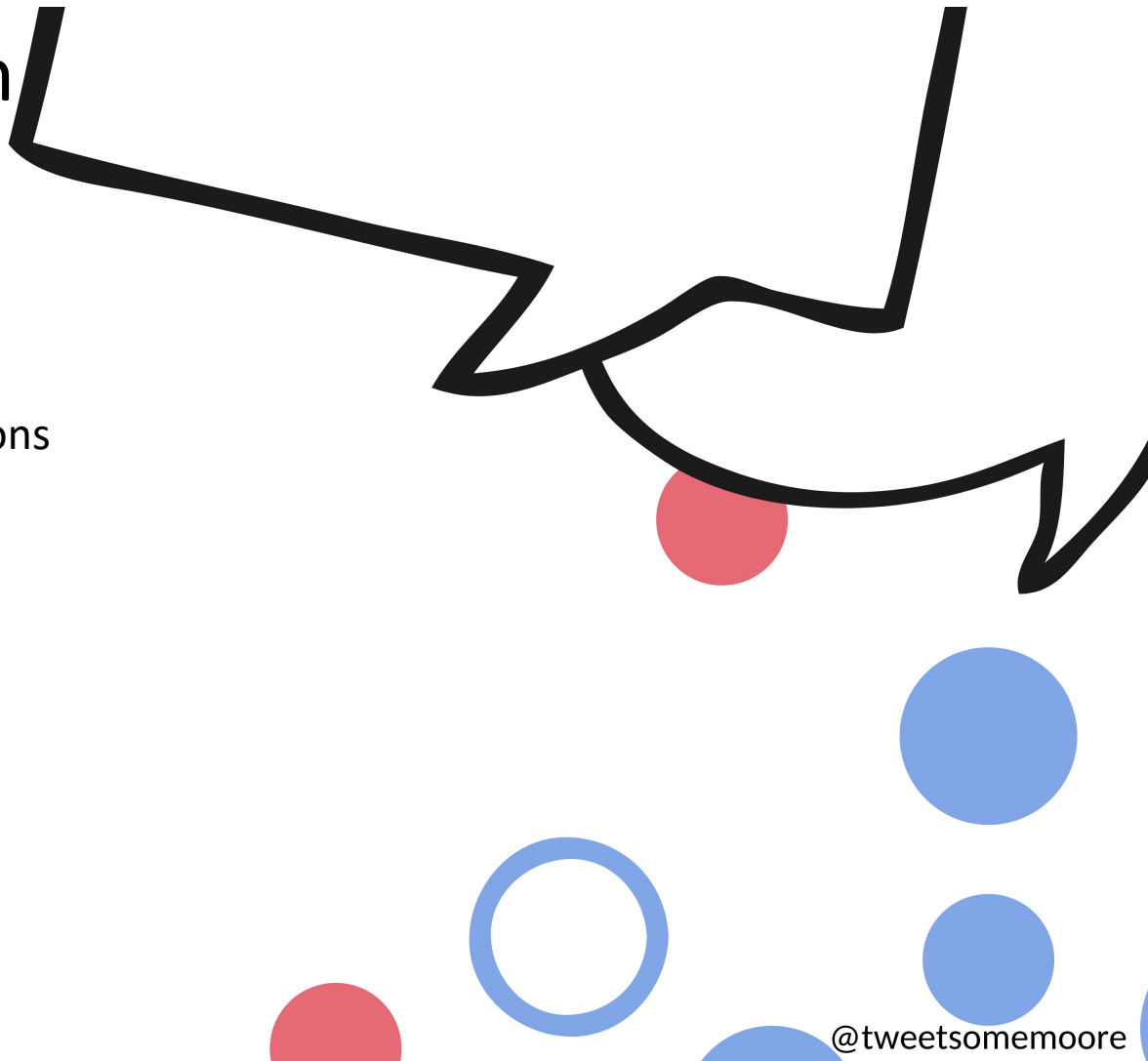
Virtual Participation Protocols

Chat Box

- Anytime! All the time!
- Respond to specific questions
- Wild Tea

Break Out Groups

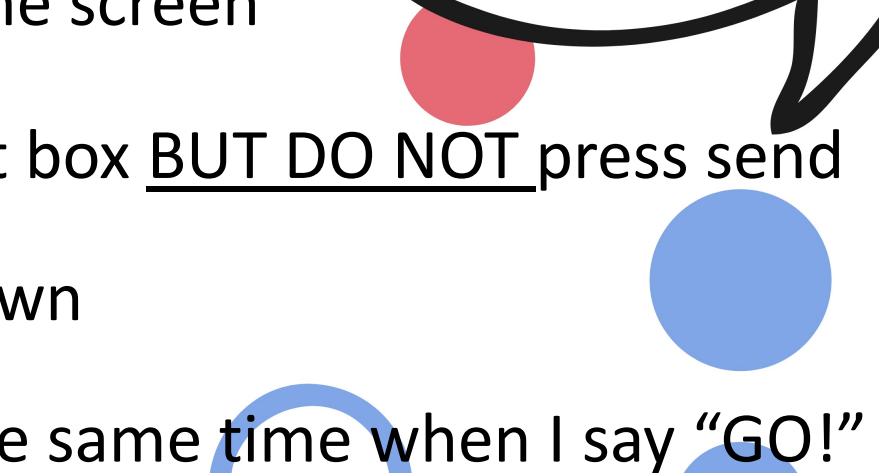
- Popcorn conversations



@tweetsomemoore



The Chat Box – Wild Tea

- I will show you a prompt on the screen
 - Type your response in the chat box BUT DO NOT press send
 - I will do a 3-2-1 “Go” countdown
 - Everyone will press send at the same time when I say “GO!”
- 

Break Out Groups – Popcorn

- In break out groups, everyone is a kernel
- You will have 3 minutes to pop - Everyone needs to pop!
- You pop by sharing a thought or a response, or asking a question to the group
- How can you support each other to make sure everyone pops in the time allowed?

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

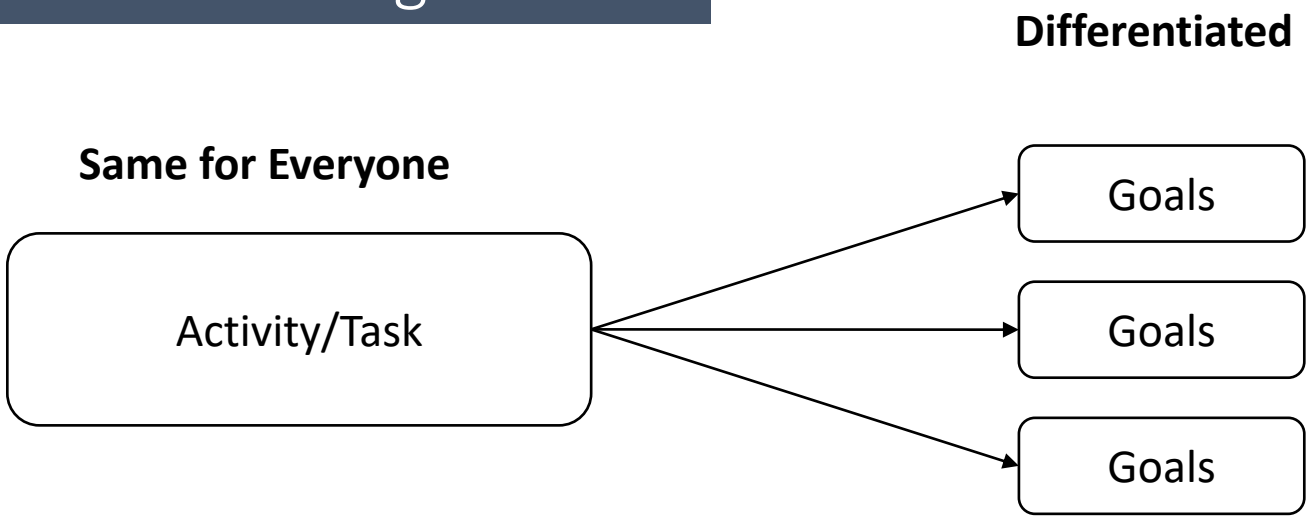
The most dangerous phrase in the language is "we've always done it this way."



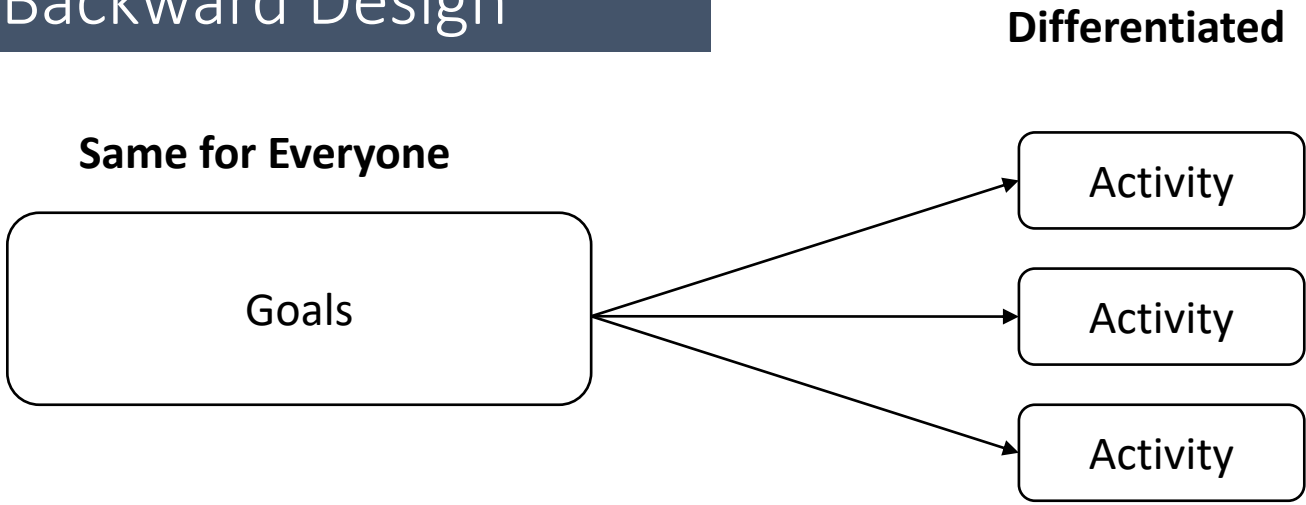
Backwards Design Big Ideas:

- Every curriculum has **curricular goals**
- We need to **choose goals** to teach & assess for every **unit** and **lesson**
- We organize goals around a **big idea/question**
- We need to **translate** those goals into **student friendly language**
- **Students** need to **know the goals!**
- Learning activities are **EVIDENCE of learning**
- We **evaluate goals** NOT activities
- Student choose their **best examples** of evidence (triangulation)

Forward Design

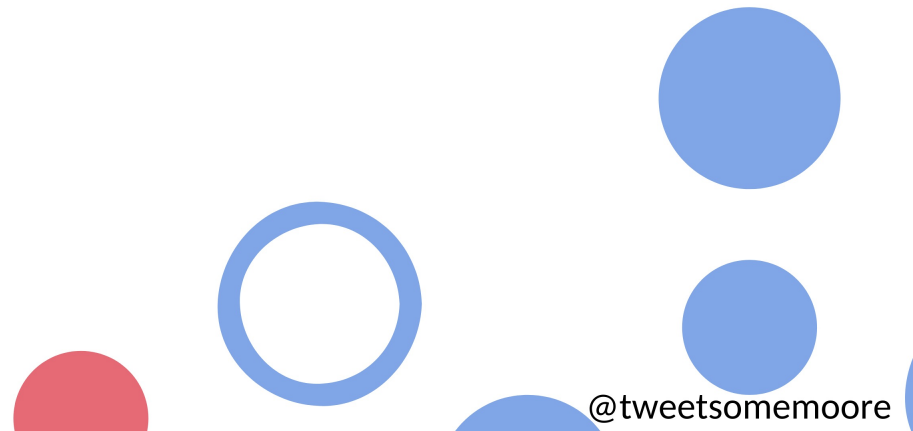
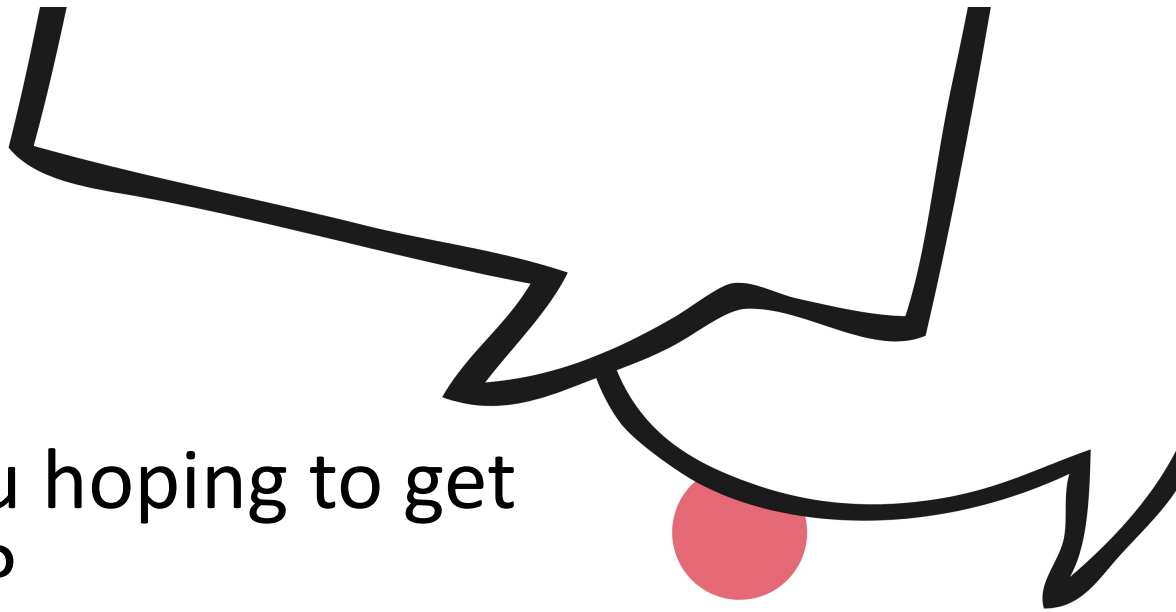


Backward Design



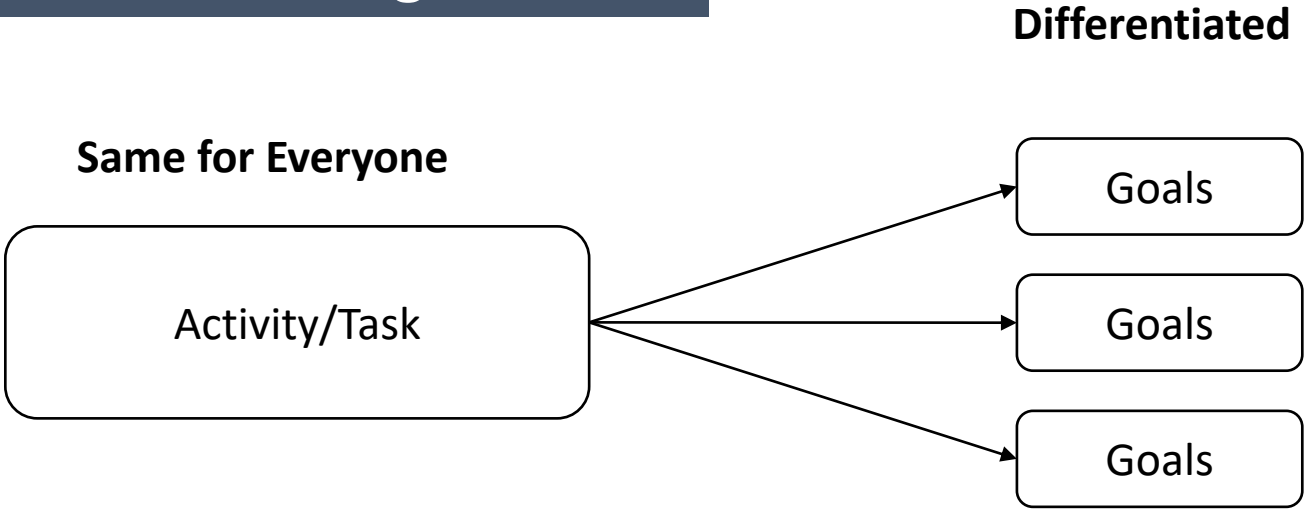
Popcorn

What are you hoping to get out of today?

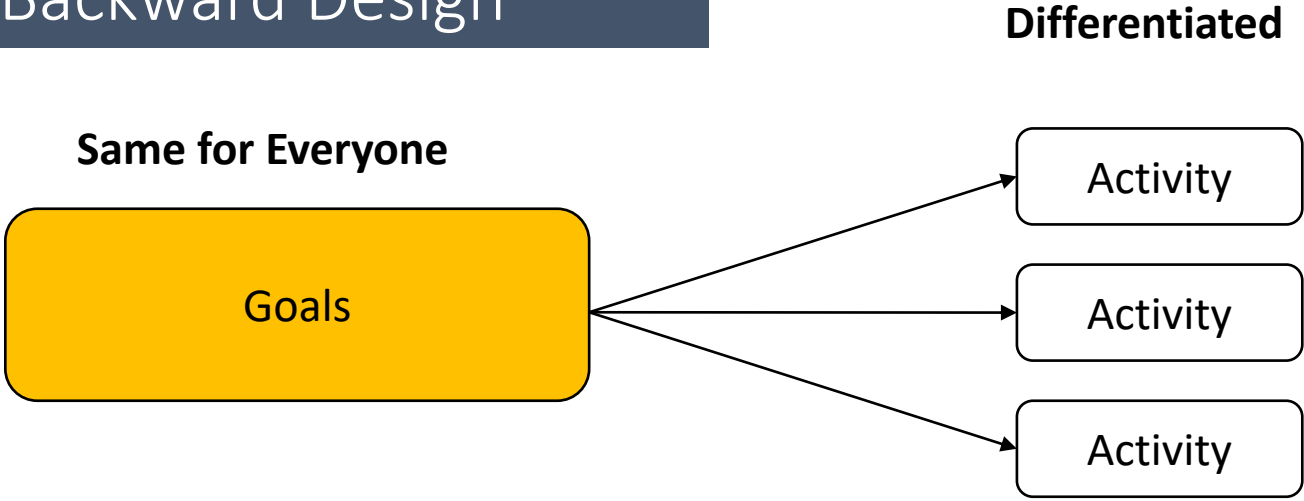


@tweetsomemoore

Forward Design



Backward Design



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...

Grade: 2	Subject(s): Science	Planning Team: Kim (CT2), Shelley, Jessica (PA), Raime (P), Kendra (DI)
-----------------	----------------------------	--

Our Guiding Unit Question: How does water impact living things in the environment?	Kid Friendly: What is water ? Why is water important to living things ?
--	---

Learning Outcome: Students investigate characteristics of water and the importance of water to living things in the environment.	Kid friendly goals: I can investigate water I know that water is important to living things and the environment
--	---

Competency: We can be cultural and global citizens
Numeracy: We can collect data
Numeracy: We can communicate our learning
Literacy: We can use strategies to help us understand text

Important vocabulary to know and use:

Water Environment Living things	Citizens Strategies communicate	Investigate Collect data Text
---------------------------------------	---------------------------------------	-------------------------------------

Backwards Design – Designing the Airplane

Class: Gr. 6/7

Planning Team: Shackles, Locke & Moore

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?

Key vocabulary: goal, celebrate, effort, accomplishment, persevere, advocate, plan, initiative

Goals

Competency Goal I can be personally aware and responsible by being **self determined**

Competency Goal I can be personally aware and responsible by being **self regulated**

Summative Tasks (Self Evaluation)

New format
(3D model) Create a 3D model that represents your understanding of being personally aware & responsible

Choice Format
(letter, comic book, conversation) Describe how being personally aware & responsible connects to and can help you in your own life

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.

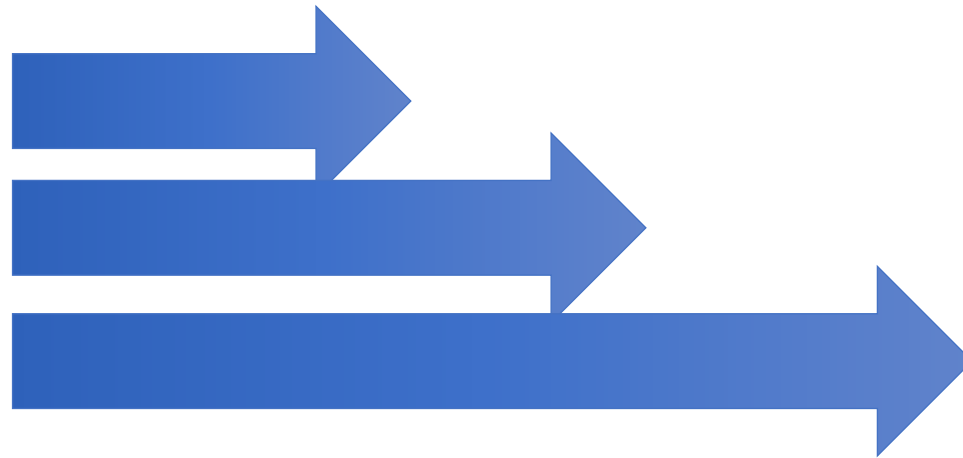
Translation: Your artwork exceeds all expectations; you used creativity, went beyond the basic requirements and showed obvious understanding.

[www.FIVEMOOREMINUTES.COM](http://www.fivemooreminutes.com)

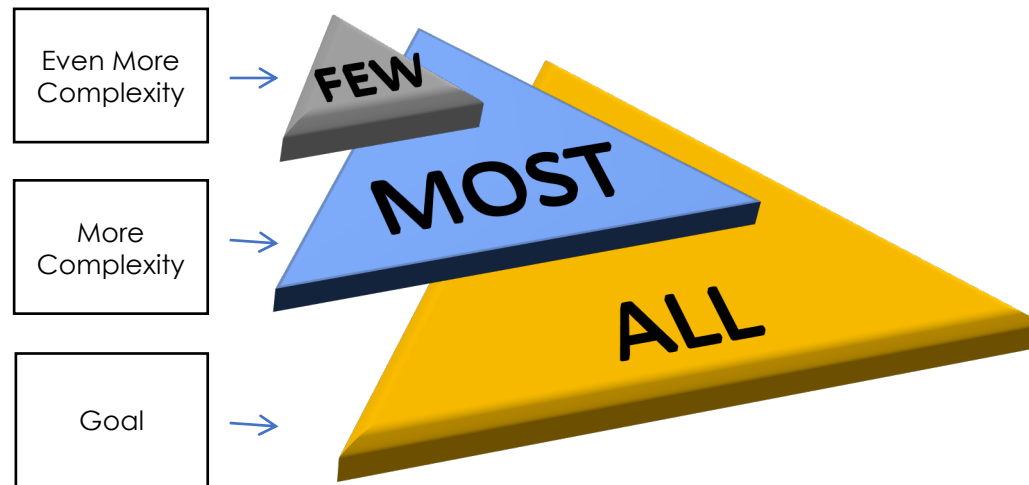
Inclusive Education: It's not more work, it's different work!

Rubrics vs. Learning Maps

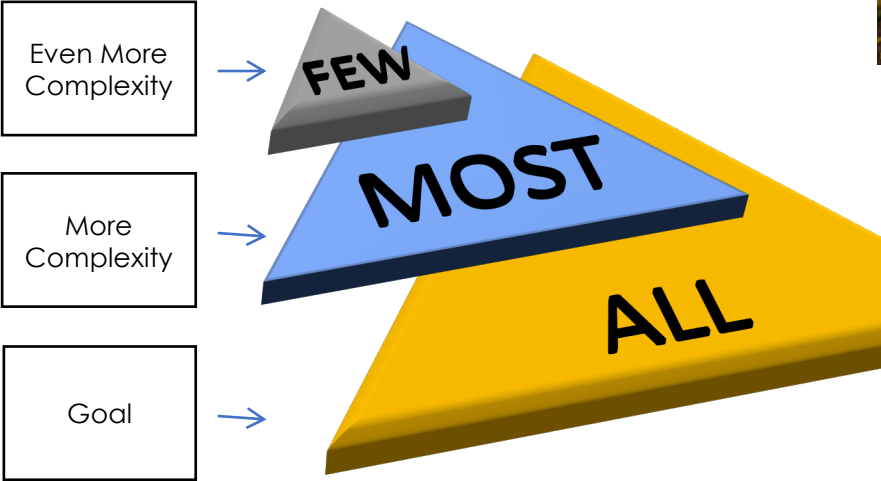
	Standard	More complex	More complex
goal			



Adjustable Curriculum: Planning Pyramid



Adjustable Curriculum: Planning Pyramid



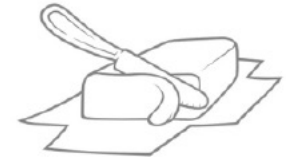
Baked Potato Planning Pyramid: Designing for a range of complexity

Goal:

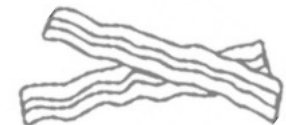
Goal for **ALL**



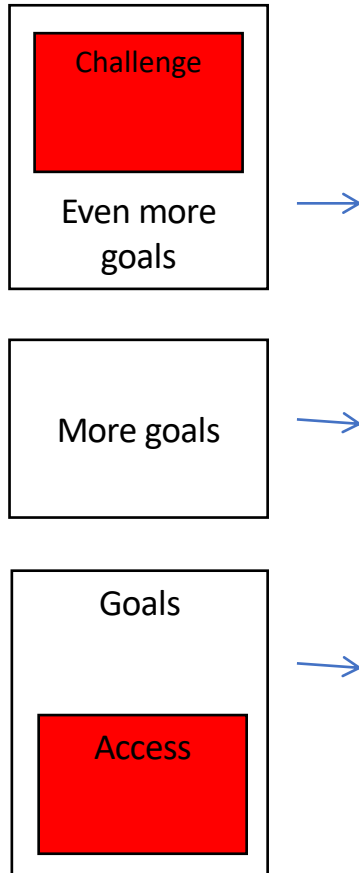
Goal for **MOST**



Goal for **FEW**

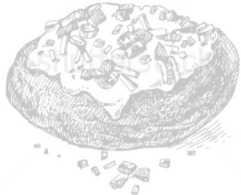


Creating Access AND Challenge



The Baked Potato Planning Strategy:

Goal:



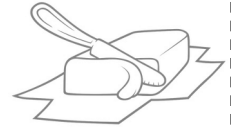
Elaborations/ Achievement Indicators

Goal for ALL (Essential)

Access



Goal for MOST (add complexity)



Goal for FEW (add complexity)



Challenge



Grade: 2	Subject(s): Science	Planning Team: Kim (CT2), Shelley, Jessica (PA), Raime (P), Kendra (DI)
-----------------	----------------------------	--


Our Guiding Unit Question: How does water impact living things in the environment?	Kid Friendly: What is water ? Why is water important to living things ?
--	---

Learning Outcome: Students investigate characteristics of water and the importance of water to living things in the environment.	Kid friendly goals: I can investigate water I know that water is important to living things and the environment
--	---

Competency: We can be cultural and global citizens
Numeracy: We can collect data
Numeracy: We can communicate our learning
Literacy: We can use strategies to help us understand text

Important vocabulary to know and use:

Water Environment Living things	Citizens Strategies communicate	Investigate Collect data Text
---------------------------------------	---------------------------------------	-------------------------------------

Grade 2	Subject(s): Science	Planning Team: Kim (CT2), Shelley, Jessica (PA), Raime (P), Kendra (DI)
Guiding Unit Question:	What is water? Why is water important to living things?	
Key vocabulary:	Water, environment, living things, citizen, strategies, communicate, investigate, collect data, text	
Learner Progression		
Goal(s): I can investigate water, I know that water is important to living things and the environment		
		

	Approaching (Beginning) (Plate)	Essential (Acceptable) (Potato)	Developing (Proficient) (Dairy)	Confident (Mastery) (Baked Bits)	Extending (Challenge) (Onions)
Conceptual Knowledge	<p>I know the difference between land and water on the Earth</p> <p>I know water in our community</p> <p>I know the Water cycle</p> <p>I know that Earth has salt water and fresh water</p>	<p>I know that water is a natural resource that is found in oceans, lakes, ponds, rivers, streams, wetlands, and glaciers</p> <p>I know that water covers most of Earth's surface, making Earth a unique planet in the solar system</p> <p>I know that almost all of the water on Earth is salt water that is not drinkable by many animals</p> <p>I know that most living things on Earth are found near water because water is essential for life</p> <p>I know that water returns to the environment through rain, snow, sleet, and hail (precipitation)</p> <p>I know that First Nations, Métis, and Inuit have a sense of place and identity that is connected to water</p> <p>I know that scientists ask questions, make predictions, and collect and record data</p>	<p>I know that freshwater habitats are found in rivers, ponds, lakes, and wetlands</p> <p>I know that freshwater habitats are home to a variety of plant and animal life (biodiversity)</p> <p>I know that saltwater habitats are found in oceans and seas</p> <p>I know that saltwater habitats are home to a variety of plant and animal life (biodiversity)</p> <p>I know that investigation of water in the environment needs to be done respectfully and safely</p>	<p>I know that clean fresh water has no taste, colour, or smell</p> <p>I know that much of Earth's fresh water is in the form of ice and snow at the north and south poles, found in glaciers, or stored underground (groundwater)</p> <p>I know that observations of living things can be done with minimal disturbance to the environment</p>	<p>I know that water is essential to non-living things</p>


Grade 2	Subject(s): Science	Planning Team: Kim (CT2), Shelley, Jessica (PA), Raime (P), Kendra (DI)
----------------	--------------------------------	--

Guiding Unit Question(s):	What is water? Why is water important to living things?
----------------------------------	---

Key vocabulary:	Water, environment, living things, citizen, strategies, communicate, investigate, collect data, text
------------------------	--

Learner Progression

Goal(s): I can investigate water, I know that water is important to living things and the environment



	Approaching (Beginning) (Plate)	Essential (Acceptable) (Potato)	Developing (Proficient) (Dairy)	Confident (Mastery) (Baked Bits)	Extending (Challenge) (Onions)
Procedural Knowledge	I know my 5 senses	I can use the five senses to describe the characteristics of water	I can predict results of an investigation	I can investigate different life forms found in freshwater and saltwater habitats	I can evaluate personal use of water
	I can notice	I can explain the importance of water to living things	I can identify patterns in recorded observations	I can compare sources of the Earth's water	
	I can wonder	I can describe the significance of water to the environment	I can propose questions that could be investigated		
	I know how I use water	I can use appropriate science vocabulary in oral, written, or graphic communications			
		I can explore the environment safely with respect and care			
	I can represent how water gives a sense of place and identity to First Nations, Métis, and Inuit communities				

Backwards Design – Designing the Airplane

Class: Gr. 6/7

Planning Team: Shackles, Locke & Moore

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?

Key vocabulary: goal, celebrate, effort, accomplishment, persevere, advocate, plan, initiative

Goals

Competency Goal I can be personally aware and responsible by being **self determined**

Competency Goal I can be personally aware and responsible by being **self regulated**

Summative Tasks (Self Evaluation)

New format
(3D model) Create a 3D model that represents your understanding of being personally aware & responsible

Choice Format
(letter, comic book, conversation) Describe how being personally aware & responsible connects to and can help you in your own life

Learning Maps: Making the Airplane Adjustable

Class: Gr. 6/7

Planning Team: Shackles, Locke & Moore

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?

Key vocabulary: goal, celebrate, effort, accomplishment, persevere, advocate, plan, initiative

Goal Continuums

I can be personally aware and responsible by:

Start Here 

Goal	Access Goal (plate)	Goal for ALL (potato)	Goal for MOST (dairy)	Goal for FEW (bacon bits)
being self determined	<ul style="list-style-type: none">I can set a goal	<ul style="list-style-type: none">I can celebrate my efforts and accomplishments	<ul style="list-style-type: none">I can advocate for my myself and my ideas	<ul style="list-style-type: none">I can take initiative and make change in myself and the world
being self regulated	<ul style="list-style-type: none">I can accomplish a goal	<ul style="list-style-type: none">I can persevere through challenging tasks	<ul style="list-style-type: none">I can implement a plan that I have made to meet a goal	<ul style="list-style-type: none">I can adjust a plan that I have made to meet a goal

Science Grade 2

Example Unit & Lesson Plan

Grade: 2	Subject(s): Science	Planning Team: Kim (CT2), Shelley, Jessica (PA), Raime (P), Kendra (DI)
-----------------	----------------------------	--

Our Guiding Unit Question: How does water impact living things in the environment?	Kid Friendly: What is water ? Why is water important to living things ?
--	---


Learning Outcome: Students investigate characteristics of water and the importance of water to living things in the environment.	Kid friendly goals: I can investigate water I know that water is important to living things and the environment
--	---

Competency: We can be cultural and global **citizens**
Numeracy: We can **collect data**
Numeracy: We can **communicate** our learning
Literacy: We can use **strategies** to help us understand **text**

Important vocabulary to know and use:

Water Environment Living things	Citizens Strategies communicate	Investigate Collect data Text
---------------------------------------	---------------------------------------	-------------------------------------

Grade 2	Subject(s): Science	Planning Team: Kim (CT2), Shelley, Jessica (PA), Raime (P), Kendra (DI)
Guiding Unit Question:	What is water? Why is water important to living things?	
Key vocabulary:	Water, environment, living things, citizen, strategies, communicate, investigate, collect data, text	
Learner Progression		
Goal(s): I can investigate water, I know that water is important to living things and the environment		



	Approaching (Beginning) (Plate)	Essential (Acceptable) (Potato)	Developing (Proficient) (Dairy)	Confident (Mastery) (Baked Bits)	Extending (Challenge) (Onions)
Conceptual Knowledge	<p>I know the difference between land and water on the Earth</p> <p>I know water in our community</p> <p>I know the Water cycle</p> <p>I know that Earth has salt water and fresh water</p>	<p>I know that water is a natural resource that is found in oceans, lakes, ponds, rivers, streams, wetlands, and glaciers</p> <p>I know that water covers most of Earth's surface, making Earth a unique planet in the solar system</p> <p>I know that almost all of the water on Earth is salt water that is not drinkable by many animals</p> <p>I know that most living things on Earth are found near water because water is essential for life</p> <p>I know that water returns to the environment through rain, snow, sleet, and hail (precipitation)</p> <p>I know that First Nations, Métis, and Inuit have a sense of place and identity that is connected to water</p> <p>I know that scientists ask questions, make predictions, and collect and record data</p>	<p>I know that freshwater habitats are found in rivers, ponds, lakes, and wetlands</p> <p>I know that freshwater habitats are home to a variety of plant and animal life (biodiversity)</p> <p>I know that saltwater habitats are found in oceans and seas</p> <p>I know that saltwater habitats are home to a variety of plant and animal life (biodiversity)</p> <p>I know that investigation of water in the environment needs to be done respectfully and safely</p>	<p>I know that clean fresh water has no taste, colour, or smell</p> <p>I know that much of Earth's fresh water is in the form of ice and snow at the north and south poles, found in glaciers, or stored underground (groundwater)</p> <p>I know that observations of living things can be done with minimal disturbance to the environment</p>	<p>I know that water is essential to non-living things</p>


Grade 2	Subject(s): Science	Planning Team: Kim (CT2), Shelley, Jessica (PA), Raime (P), Kendra (DI)
----------------	--------------------------------	--

Guiding Unit Question(s):	What is water? Why is water important to living things?
----------------------------------	---

Key vocabulary:	Water, environment, living things, citizen, strategies, communicate, investigate, collect data, text
------------------------	--

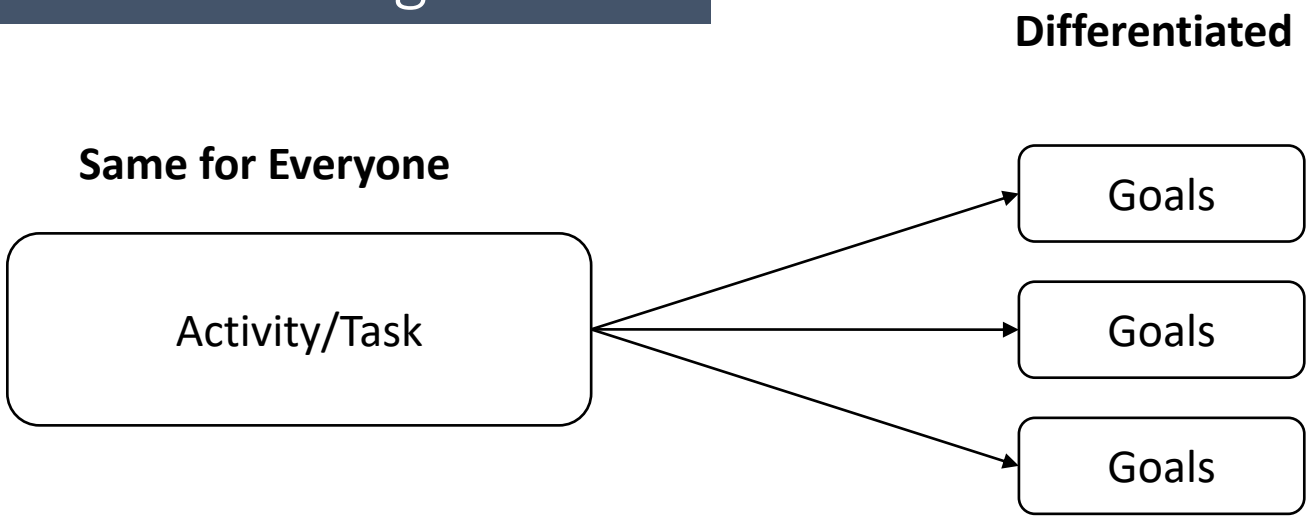
Learner Progression

Goal(s): I can investigate water, I know that water is important to living things and the environment

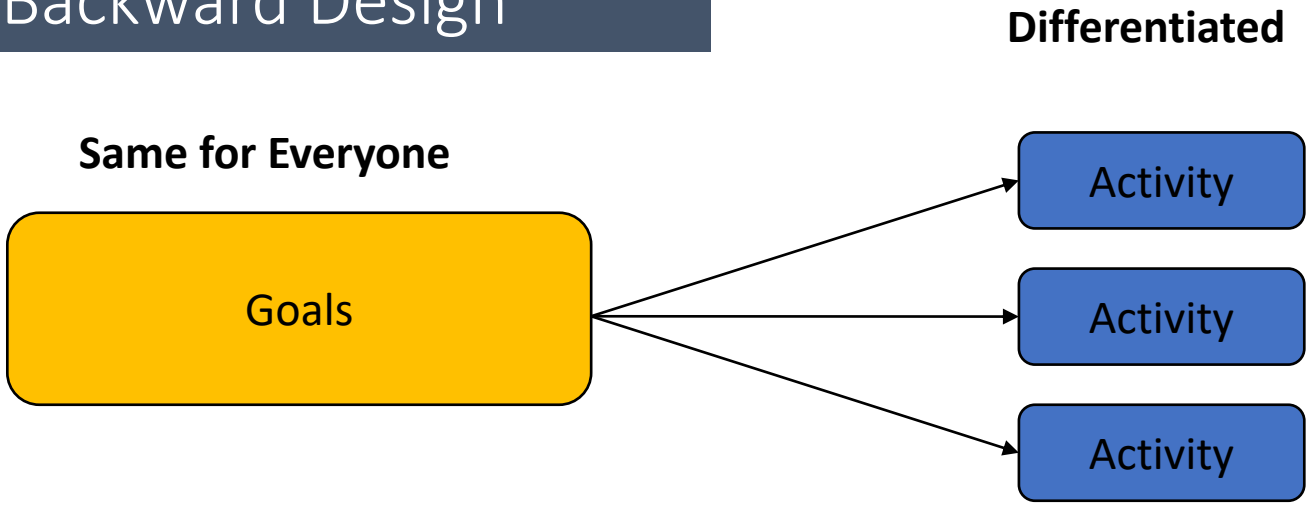


	Approaching (Beginning) (Plate)	Essential (Acceptable) (Potato)	Developing (Proficient) (Dairy)	Confident (Mastery) (Baked Bits)	Extending (Challenge) (Onions)
Procedural Knowledge	I know my 5 senses	I can use the five senses to describe the characteristics of water	I can predict results of an investigation	I can investigate different life forms found in freshwater and saltwater habitats	I can evaluate personal use of water
	I can notice	I can explain the importance of water to living things	I can identify patterns in recorded observations	I can compare sources of the Earth's water	
	I can wonder	I can describe the significance of water to the environment	I can propose questions that could be investigated		
	I know how I use water	I can use appropriate science vocabulary in oral, written, or graphic communications			
		I can explore the environment safely with respect and care			
	I can represent how water gives a sense of place and identity to First Nations, Métis, and Inuit communities				

Forward Design



Backward Design



Guiding Unit Question:

Lesson Goal(s):

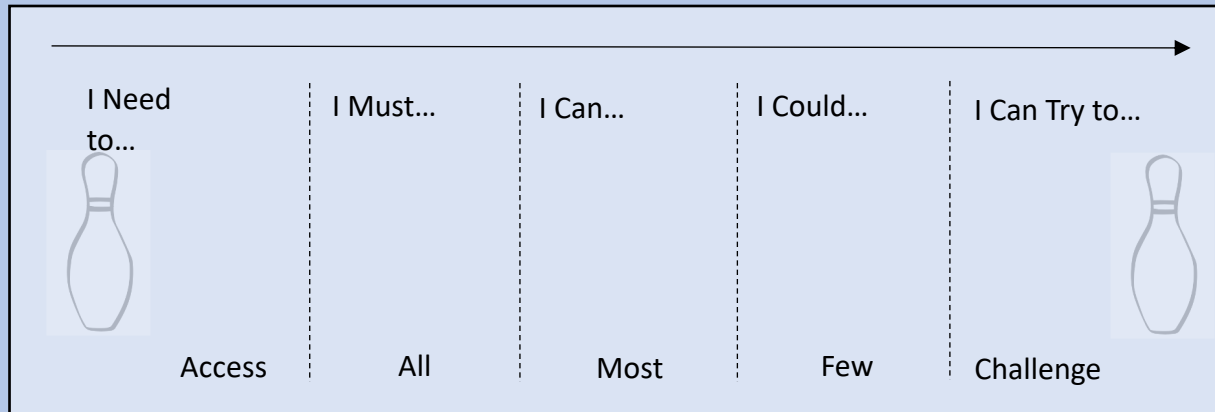
Date

Connecting Activity:

Supports


Mini Lesson:

Processing Tasks



Transforming & Personalizing Activity:

Grade 2	Subject(s): Science	Planning Team: Kim (CT2), Shelley, Jessica (PA), Raime (P), Kendra (DI)
Guiding Unit Question:	What is water? Why is water important to living things?	
Key vocabulary:	Water, environment, living things, citizen, strategies, communicate, investigate, collect data, text	
Learner Progression		
Goal(s): I can investigate water, I know that water is important to living things and the environment		



	Approaching (Beginning) (Plate)	Essential (Acceptable) (Potato)	Developing (Proficient) (Dairy)	Confident (Mastery) (Baked Bits)	Extending (Challenge) (Onions)
Conceptual Knowledge	<p>I know the difference between land and water on the Earth</p> <p>I know water in our community</p> <p>I know the Water cycle</p> <p>I know that Earth has salt water and fresh water</p>	<p>I know that water is a natural resource that is found in oceans, lakes, ponds, rivers, streams, wetlands, and glaciers</p> <p>I know that water covers most of Earth's surface, making Earth a unique planet in the solar system</p> <p>I know that almost all of the water on Earth is salt water that is not drinkable by many animals</p> <p>I know that most living things on Earth are found near water because water is essential for life</p> <p>I know that water returns to the environment through rain, snow, sleet, and hail (precipitation)</p> <p>I know that First Nations, Métis, and Inuit have a sense of place and identity that is connected to water</p> <p>I know that scientists ask questions, make predictions, and collect and record data</p>	<p>I know that freshwater habitats are found in rivers, ponds, lakes, and wetlands</p> <p>I know that freshwater habitats are home to a variety of plant and animal life (biodiversity)</p> <p>I know that saltwater habitats are found in oceans and seas</p> <p>I know that saltwater habitats are home to a variety of plant and animal life (biodiversity)</p> <p>I know that investigation of water in the environment needs to be done respectfully and safely</p>	<p>I know that clean fresh water has no taste, colour, or smell</p> <p>I know that much of Earth's fresh water is in the form of ice and snow at the north and south poles, found in glaciers, or stored underground (groundwater)</p> <p>I know that observations of living things can be done with minimal disturbance to the environment</p>	<p>I know that water is essential to non-living things</p>

Guiding Unit Question: What is water? Why is water important to living things?

Lesson Goal(s):

I know that there is **water** on **Earth**

I know that there are **2 kinds** of **water** on **Earth**

I know where **2 kinds** of **water** are found on **Earth**

Date:

Supports

Connecting Activity: picture// word sort - vocabulary

Mini Lesson: building mind maps

Processing Tasks

I Need to...	I Must...	I Can...	I Could...	I Can Try to...
Find the water on a picture of the Earth	Label the 2 different kinds of water	Organize examples of bodies of water <ul style="list-style-type: none">- Fresh- salt	Choose a habitat <ul style="list-style-type: none">- Add examples of living things that live in there	Choose a different habitat <ul style="list-style-type: none">- Add examples of living things that live in there
Access	All	Most	Few	Challenge

Transforming & Personalizing Activity:
Connect 1/Connect 2

Our BIG Questions

What is **water**?

Why is **water** important to
living things?

Our Goal Today!

I know that there is **water** on **Earth**

I know that there are **2 kinds** of **water** on **Earth**

I know where **2 kinds** of **water** are found on **Earth**

Important Words

wetlands

stream

underground water

Indian Ocean

glacier

salt water

Arctic Ocean

river

dug out/ pond

Pacific Ocean

Earth

fresh water

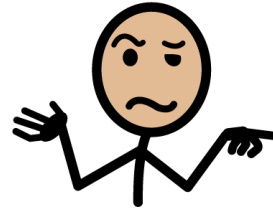
lake

Atlantic Ocean

Southern Ocean



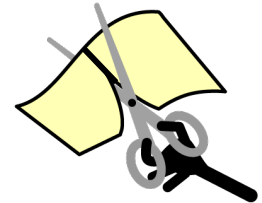
I know these words!



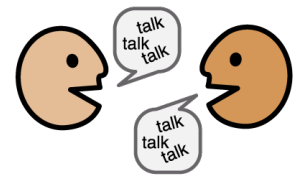
I'm not sure about these words.

Your job...

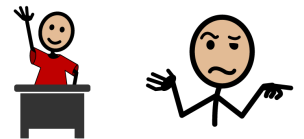
1. Cut out the **boxes** on the **black line**



2. Talk to your **partner**, are these **words** you **know** or words you **don't know**?



3. Sort the **picture words** into the boxes

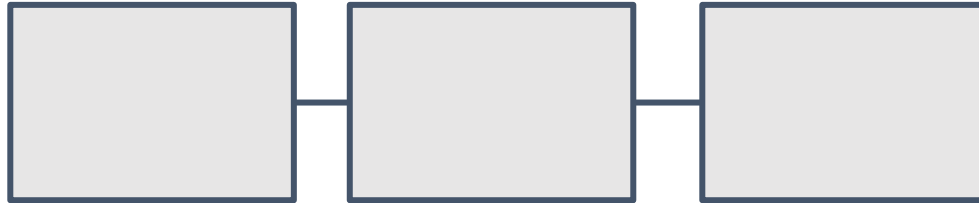


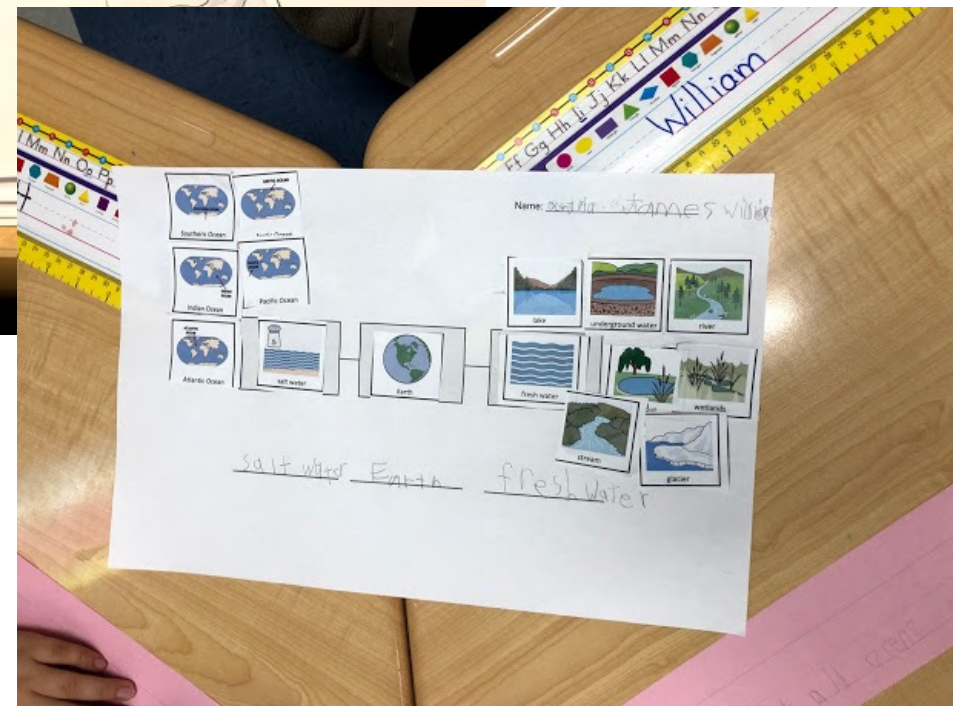
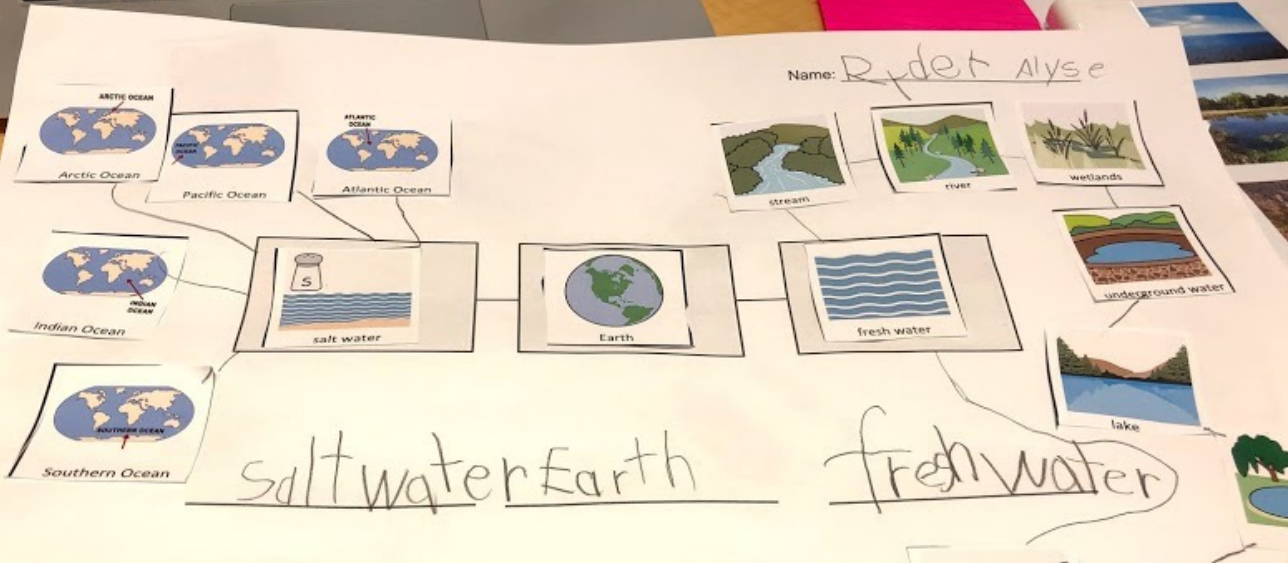
What can we learn about
water?

Video

What can we learn about water?

Names: _____







Learning Target: I can learn about **water**

Start Together

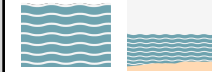
NEED

Choose the picture that shows the **BIG IDEA**



MUST

Choose the pictures that show the **different kinds of water on the Earth**



CAN

Choose the pictures that show **examples of water on the Earth**



COULD

Sort the pictures into **fresh water** and **salt water** examples



TRY

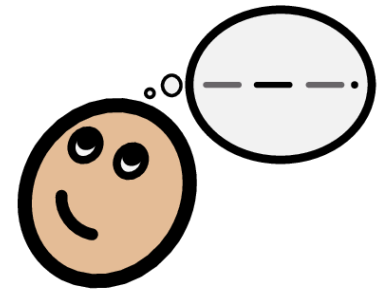
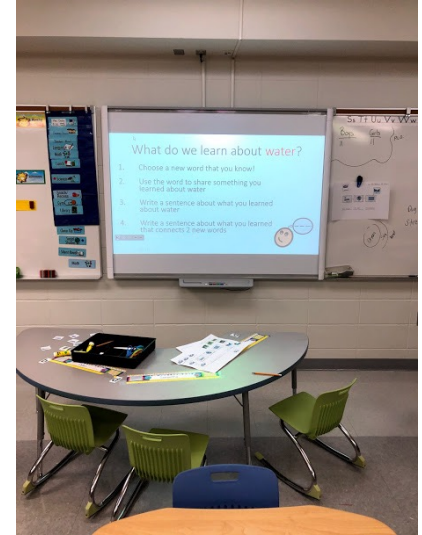
Find **examples** of things that live in fresh and salt **water habitats**



Go as far as you can!

What do we learn about water?

1. Choose a new word that you know!
2. Use the word to share something you learned about water
3. Write a sentence about what you learned about water
4. Write a sentence about what you learned that connects 2 new words



A glacier is frozen fresh water

A glacier is frozen fresh water
Kevin, Neil, Boelman.

I learned about that under ground water is fresh

Underground is fresh water.
Jett

Our BIG Questions

What is **water**?

Why is **water** important to
living things?

Our Goal Today!

I know that there is **water** on **Earth**

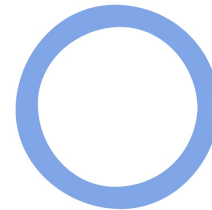
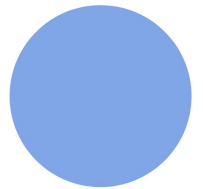
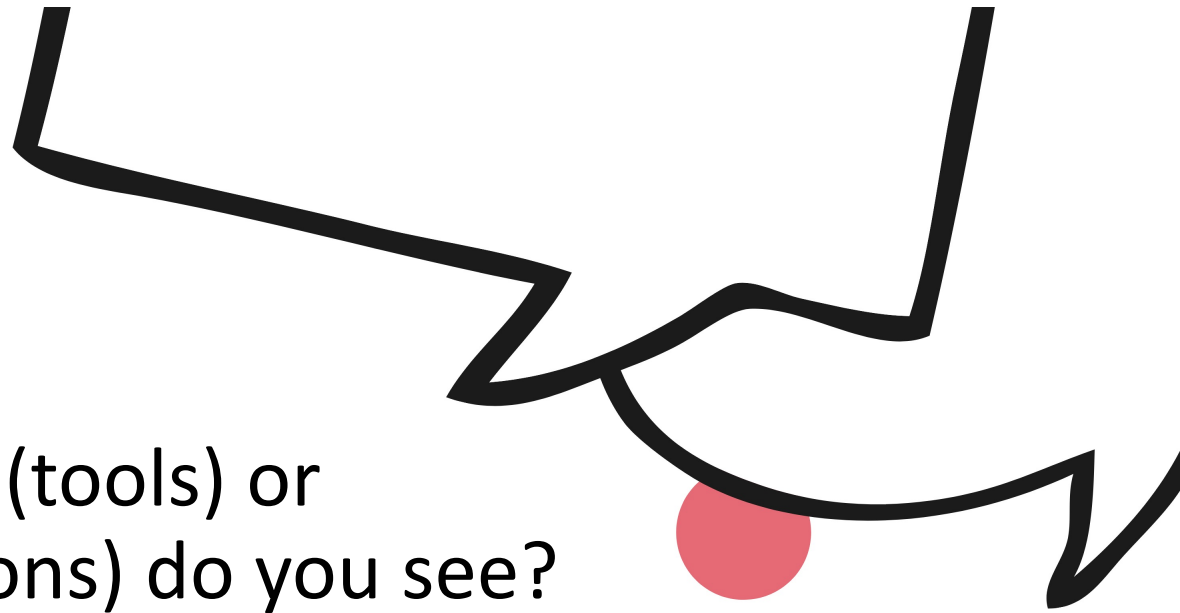
I know that there are **2 kinds** of **water** on **Earth**

I know where **2 kinds** of **water** are found on **Earth**

Mad Tea

What supports (tools) or strategies (actions) do you see?

Remember: Supports & strategies INCREASE independence



@tweetsomemoore

Popcorn

- What do you notice about this example?
- What do you wonder about this example?
- What is useful about his example?

ELA Grade 6/7

Class Review

Classroom Support Plan

Example Unit & Lesson Plan

Class Review for : Ms. S Grade 6/7 class	Teacher: Ms S, Ms.L	Date: October 2016
We can plan for our students by getting to know the:		
Interests & Identities of the class	Classroom Strengths	Classroom Stretches
Pokemon, skateboarding, art/drawing, read alouds, each other Korean, Japanese, Taiwanese, Indigenous, Autistic	Supportive of each other, patient, kind, don't give up, insightful, creative	English language, written output, taking the lead, initiative
Based on the interests, strengths and stretches of this class:		
The BIG question or inquiry I have for this class: How can we respond to the diversity of our class? What frameworks and strategies can help us to design an adjustable airplane?		
We can try to answer this questions by making a plan to try something new:	We can meet this goal(s) by reducing barriers in the classroom:	
Decision: Something I want to try	Decision: Barriers to Learning (UDL)	Decision: Barriers to Equity (Reconciliation)
Designing a classroom support plan Designing a unit that plans for the range Using Kenny's interest to include him	We can choose multiple text levels for text, multiple interests areas We can make learning intentions clear (and the range of complexity for kids to choose from)	We can include multiple perspectives with the texts we choose We can reflect on our identities as we learn
We can meet this goal(s) by targeting core competencies chosen as a community:		
Decision: Targeted competencies to target for this class		
We can be personally aware and responsible		

Classroom Support Plan

Teacher(s): Ms. S

Support Staff: Ms. L

Lens: Personal Awareness & Responsibility/ Literacy

Range of Students (RTI)

Students...		Strategies & Supports		
who needs the most support Kenny		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need regulation	Kenny, Kendra , Max, Jackson	<ul style="list-style-type: none"> - Structured and predictable lessons - start lessons with an accessible activity - connect to interests, connect to life 	Choice to work alone, 2 min	K - ??????
Need literacy	Cathy X., Eric,, Breanna, Alexandria	<ul style="list-style-type: none"> - Literature circles - Attend to vocabulary, Group work - connect to life 	Text at different reading levels, - Choice of complexity Oral, written, visual language options	
Need ELL/EAL	Cathy Z, Eric, Joanna, Max, Annabel, Kelly	<ul style="list-style-type: none"> - Attend to vocabulary - Group work - Text from multiple perspectives 	Oral, written, visual language options	translator

who needs the most challenge

Jonathan Ethan

Backwards Design – Designing the Airplane

Class: Gr. 6/7

Planning Team: Shackles, Locke & Moore

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?

Key vocabulary: goal, celebrate, effort, accomplishment, persevere, advocate, plan, initiative

Goals

Competency Goal I can be personally aware and responsible by being **self determined**

Competency Goal I can be personally aware and responsible by being **self regulated**

Summative Tasks (Self Evaluation)

New format
(3D model) Create a 3D model that represents your understanding of being personally aware & responsible

Choice Format
(letter, comic book, conversation) Describe how being personally aware & responsible connects to and can help you in your own life

Learning Maps: Making the Airplane Adjustable

Class: Gr. 6/7

Planning Team: Shackles, Locke & Moore

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?

Key vocabulary: goal, celebrate, effort, accomplishment, persevere, advocate, plan, initiative

Goal Continuums

I can be personally aware and responsible by:

Start Here 

Goal	Access Goal (plate)	Goal for ALL (potato)	Goal for MOST (dairy)	Goal for FEW (bacon bits)
being self determined	<ul style="list-style-type: none">I can set a goal	<ul style="list-style-type: none">I can celebrate my efforts and accomplishments	<ul style="list-style-type: none">I can advocate for my myself and my ideas	<ul style="list-style-type: none">I can take initiative and make change in myself and the world
being self regulated	<ul style="list-style-type: none">I can accomplish a goal	<ul style="list-style-type: none">I can persevere through challenging tasks	<ul style="list-style-type: none">I can implement a plan that I have made to meet a goal	<ul style="list-style-type: none">I can adjust a plan that I have made to meet a goal

2016
May.12

Dear Mrs. Shackles


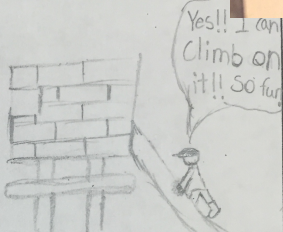
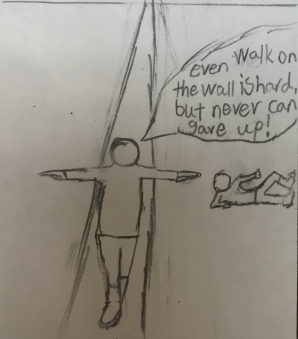
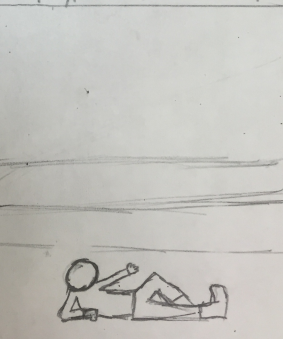
At the beginning of this unit I thought self-determination was improve myself, but now I noticed self-determination was more than just improve myself, it's cross the limit of yourself and thinking.

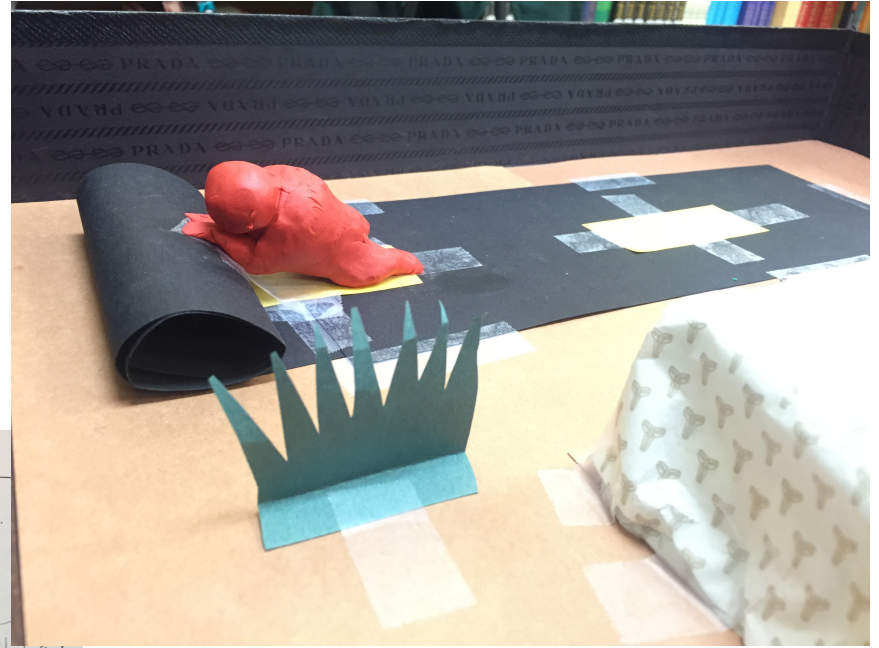
For example, Redmond's leg was injured during in the Olympics, but he pushed himself over his limit and run. Same as his father, his father was crossed over the crowded medias, and help Redmond finished race.

This unit was very important because it let me know that no matter how hard the obstacle is, how long the road is, you can still do it if you have hope and believe.

Even you can't change completely, but you can struggle and make it better, just like He run around the Canada leg. He know he's going to because the cancer. So he did and wait, he fight with the mated to the finished line

This unit inspired me I know that if I can be I can make a history.

Date	Name
Self-determination	joy
	
- Growth mindset	- fixed mindset
	



Classroom Support Plan

Teacher(s): Ms. S

Support Staff: Ms. L

Lens: Personal Awareness & Responsibility/ Literacy

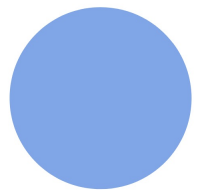
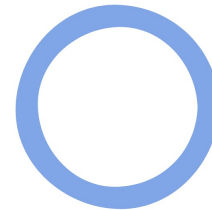
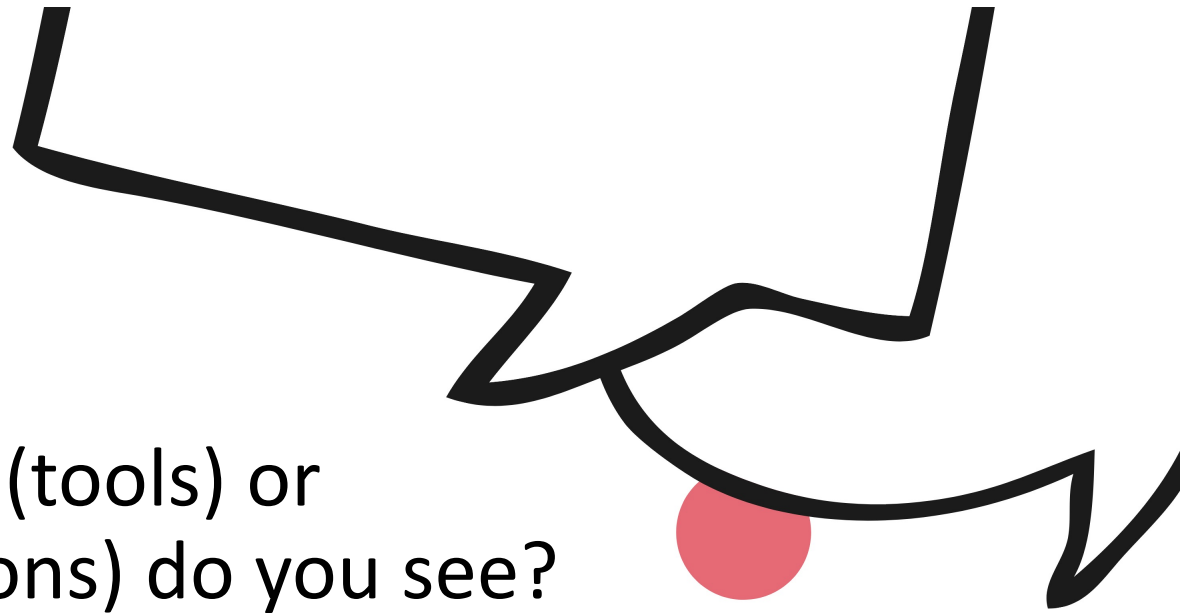
Range of Students (RTI)

Students...		Strategies & Supports		
who needs the most support Kenny		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need regulation	Kenny, Kendra , Max, Jackson	Structured and predictable lessons, start lessons with an accessible activity, connect to interests, connect to life, Connect to interest, 11 min. lessons (timer)	Choice to work alone, 2 min, Body zone/ tools	Choice to stay in the classroom or work outside the classroom (hallway, office, library)
Need literacy	Cathy X., Eric,, Breanna, Alexandria	- Literature circles - Attend to vocabulary, Group work - connect to life	Text at different reading levels, - Choice of complexity Oral, written, visual language options	
Need ELL/EAL	Cathy Z, Eric, Joanna, Max, Annabel, Kelly	Attend to vocabulary Group work Text from multiple perspectives	Oral, written, visual language options	translator
who needs the most challenge Johnathan Ethan				

Mad Tea

What supports (tools) or strategies (actions) do you see?

Remember: Supports & strategies
INCREASE independence



@tweetsomemoore

Popcorn

- What do you notice about this example?
- What do you wonder about this example?
- What is useful about his example?

SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



www.fivemooreminutes.com

www.blogsomemoore.com



@tweetsomemoore