

# SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



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

[www.blogsomemoore.com](http://www.blogsomemoore.com)



# NEXWLÉLEXM (BOWEN ISLAND)

- The Islands Trust council acknowledges that the lands and waters that encompass the Islands Trust Area have been **home to Indigenous peoples** since **time immemorial** and honours the **rich history, stewardship, and cultural heritage** that embody this place we all call home.
- The Islands Trust council is committed to establishing and maintaining mutually **respectful relationships** between Indigenous and non-Indigenous peoples. Islands Trust states a **commitment to Reconciliation** with the understanding that this commitment is a **long-term relationship-building and healing process**.
- The Islands Trust council will strive to **create opportunities for knowledge-sharing** and understanding as people come together to **preserve and protect** the special nature of the islands within the **Salish Sea**.







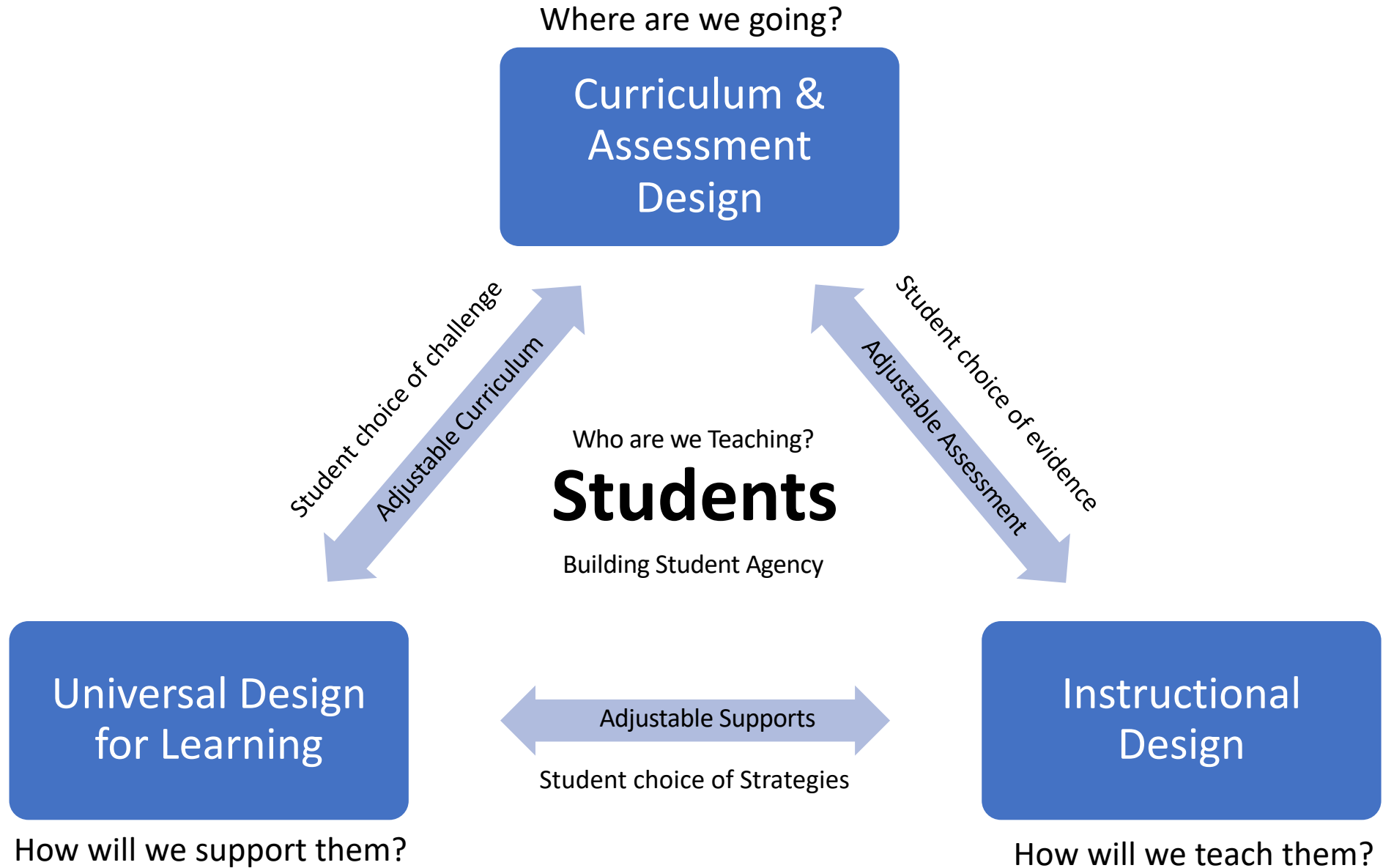
4 Minutes

Practice: Popcorn!

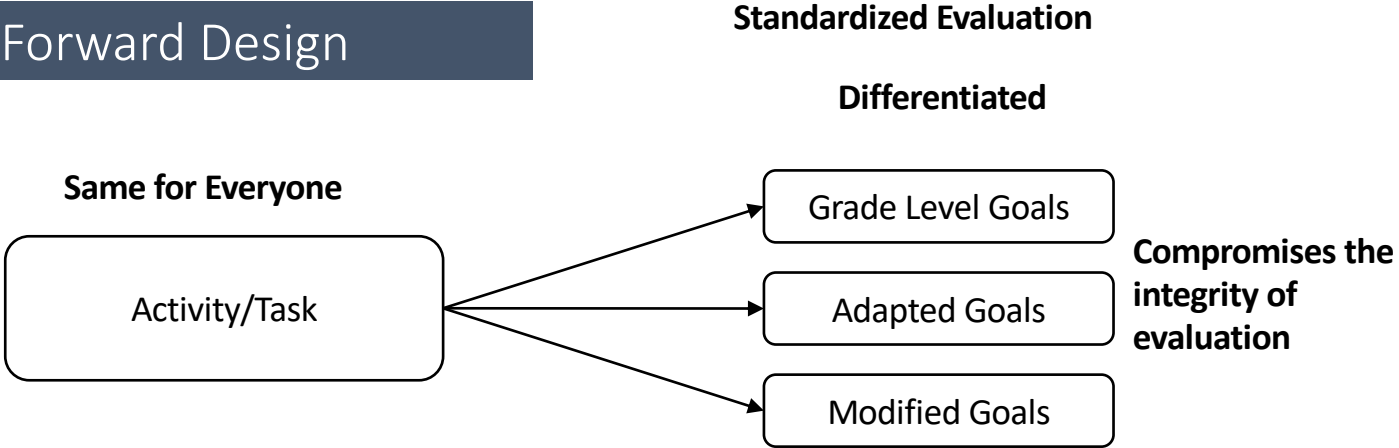
What have you tried since  
last session?

What do you want to try?

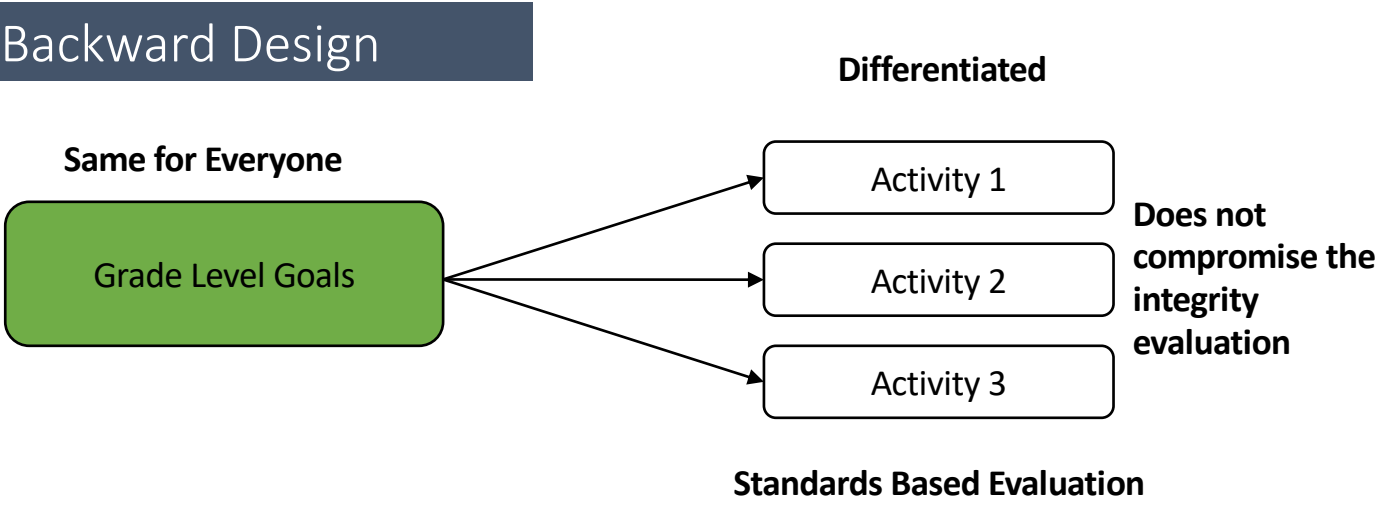
# How can we change the system? Designing with Equity in Mind



# Forward Design



# Backward Design



# 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**?

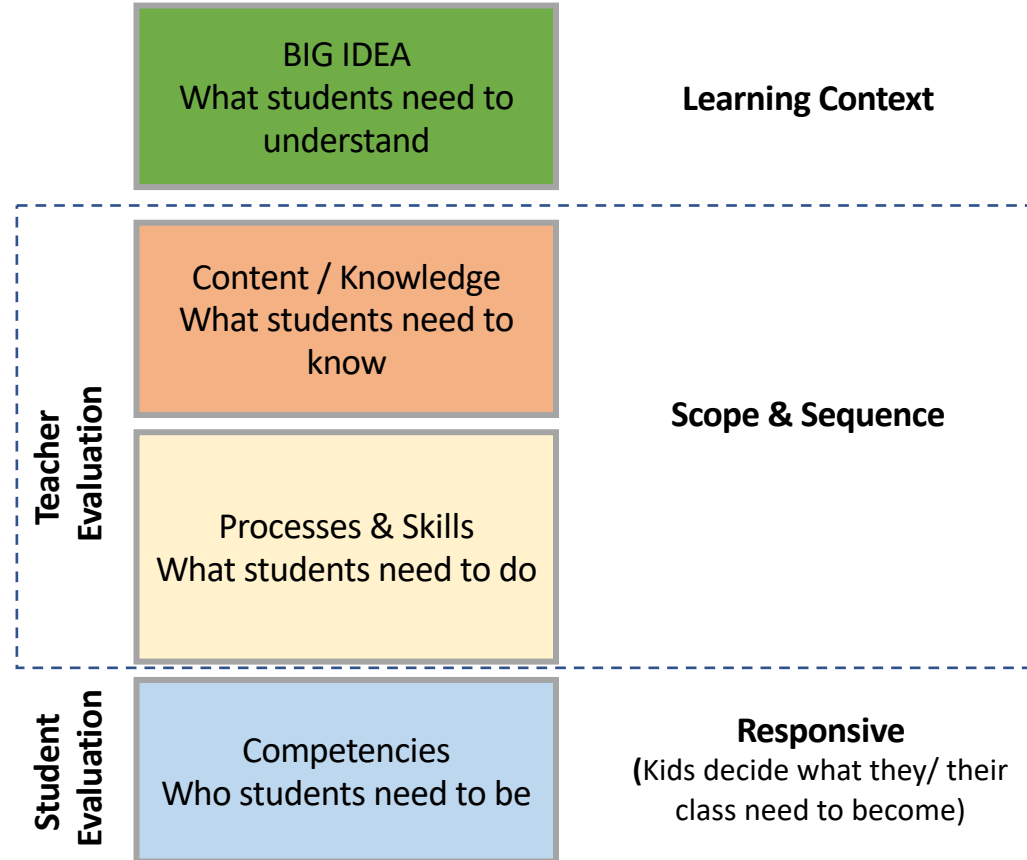
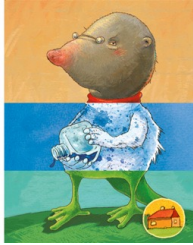
I can become...

# The Backwards Design FLIPBOOK

Miserable

Two-toed

Lizard



Shelley Moore, 2107

# Backwards Design Planning: Manitoba

	Learning Context		Teacher Evaluation		Student Evaluation
Subject	Topic	Big Idea	Knowledge/ Content	Skills	Competencies
In Math it is called:	Topic	Enduring Understandings / General Learning Outcome		Specific Learning Outcome/	Processes
In Social Studies it is called:	Cluster	Use cluster overview description	Knowledge/ Content	Skills	Values
In Science in is called:	Cluster #	Use cluster/unit overview description	Specific Learning Outcome (Students will...)	Cluster 0 – Overall scientific and technological Skills	Cluster 0 – Overall scientific and technological attitudes

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

Class: Ms. P Gr. 2/3		Subject Area(s): Cross Curricular	Planning Team: Ms. P & Shelley
<b>Big Idea(s):</b> <ul style="list-style-type: none"> <li>• <b>Forces</b> influence the motion of an object. (Science)</li> <li>• Everyone has a unique <b>story</b> to share. (Language Arts)</li> </ul>		<b>Unit Guiding Question(s):</b> Who are our monsters? What are their <b>stories</b> ? How can we use <b>forces</b> to help us catch them?	
Unit Goals	Curricular Language		Student friendly language
Content Goal: Science (2)	types of forces		I know different types of <b>forces</b>
Content goal: Language Arts (2/3)	Story/text: elements of a story		I know what makes a <b>story</b>
Curricular Competency Goal: ADST (2/3)	Making: Make a product using known procedures or through modelling of others		I can <b>make</b> something for a <b>purpose</b>
Curricular Competency Goal: Science (2/3)	Safely manipulate materials to test ideas and predictions		I can <b>make a plan</b> and <b>try out my ideas</b>
Curricular Competency Goal: Language Arts (2/3)	Plan and create a variety of communication forms for different purposes and audiences		I can <b>create a story</b> for an <b>audience</b>
Curricular Competency Goal: Art (2/3)	Exploring and creating: Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts		I can <b>create</b> many things using different art <b>tools</b> and <b>materials</b>
Core Competency Goal: (Profile 1/2)	<b>Creative Thinking:</b> I get ideas when I play (1) I can get new idea or build on or combine other people's ideas to create new things within the constraint of a form, a problem or materials (2)		<b>We are creative thinkers because we get new ideas!</b> I get new ideas by: <b>(Students choose):</b> <ul style="list-style-type: none"> <li>• using my <b>senses</b> to <b>explore</b></li> <li>• <b>changing</b> what I am doing</li> <li>• <b>trying something new</b></li> <li>• <b>solving a problem</b> in a <b>new way</b></li> </ul>

**Who are our monsters? What are their stories?  
How can we use forces to help us catch them?**

Name:		Date:	
I'm still working on it...	My goals	I got it!	How do I know? What is my evidence?
	<ul style="list-style-type: none"> <li>I know different types of <b>forces</b></li> </ul>		
	<ul style="list-style-type: none"> <li>I know what makes a <b>story</b></li> </ul>		
	<ul style="list-style-type: none"> <li>I can <b>make</b> something for a <b>purpose</b></li> </ul>		
	<ul style="list-style-type: none"> <li>I can <b>make</b> a <b>plan</b> and <b>try</b> out my <b>ideas</b></li> </ul>		
	<ul style="list-style-type: none"> <li>I can <b>create</b> a <b>story</b> for an <b>audience</b></li> </ul>		
	<ul style="list-style-type: none"> <li>I can <b>create</b> many things using different art <b>tools</b> and <b>materials</b></li> </ul>		

Grade: 4/5	Subject Area: Math	Planning Team: Kelset Team
<b>Big Ideas:</b>	<b>Unit Guiding questions:</b> Why do we need to learn how to add and subtract? Where in our lives do we use addition and subtraction?	
<b>Content Goal:</b>	<a href="#">addition and subtraction</a> to 10 000	I know how to <b>add</b> and <b>subtract</b> numbers up to 10 000
<b>Content Goal:</b>	addition and subtraction facts to 20 (developing <a href="#">computational fluency</a> )	I know how to add and subtract up to 20 in my head
<b>Curricular Competency Goal:</b>	Develop <a href="#">mental math strategies</a> and abilities to make sense of quantities	I can use <b>mental math</b> to understand <b>“how much/how many?”</b>
<b>Curricular Competency Goal:</b>	Develop and use <a href="#">multiple strategies</a> to engage in problem solving	I can solve problems using different <b>strategies</b>
<b>Curricular Competency Goal:</b>	<a href="#">Communicate</a> mathematical thinking in many ways	I can share my thinking in many ways
<b>Curricular Competency Goal:</b>	Connect mathematical concepts to each other and to <a href="#">other areas and personal interests</a>	I can <b>connect</b> what I am learning in math to me and my life

Grade: 6		Subject Area: Science	Planning Team: Alicia & Shelley
Big Ideas: The <b>solar system</b> is part of <b>the Milky Way</b> , which is one of billions of <b>galaxies</b> .		<b>Unit Guiding questions:</b> - How are the solar system and the milky way connected? How are they similar, How are they different? - What are galaxies? How do we know how many galaxies there are? How do we know?	
Content Goal:	<b>the position, motion, and components(parts) of our solar system in our galaxy</b>	<i>I know the position, motion and parts of our solar system in our galaxy</i>	
Content Goal:	<b>the overall scale, structure, and age of the universe</b>	I know the scale, structure and age of the universe	
Curricular Competency Goal: Questioning and predicting	<b>Demonstrate a sustained (over time) curiosity about a scientific topic or problem of personal interest</b>	I can show curiosity over time about a scientific topic I can show curiosity about a topic that is interesting to me	
Curricular Competency Goal: Processing and analyzing data and information	<b>Identify First Peoples perspectives and knowledge as sources of information</b>	I can find out about First Peoples perspectives (view) and how they understand I can find out how First Peoples get their knowledge	
Curricular Competency Goal: Evaluating	<b>Identify some of the assumptions in secondary sources</b>	I can find assumptions (hidden beliefs) in secondary sources	
Curricular Competency Goal: Evaluating	<b>Demonstrate an understanding and appreciation of evidence</b>	I can use evidence to support my understanding	
Curricular Competency Goal: Applying and innovating	<b>Co-operatively design projects</b>	I can work together with my peers on a project	
Core Competency Goal:	<b>We can be collaborators</b>		

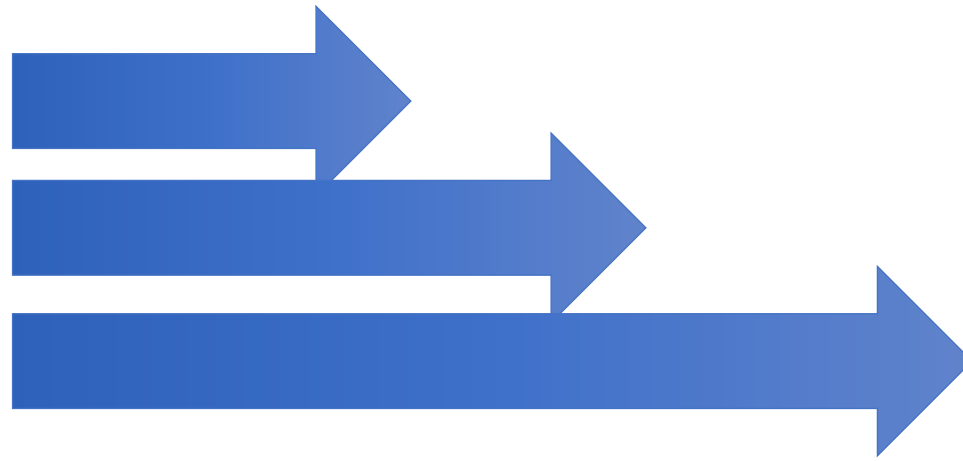
**Biology 20-1 | Energy and Matter Exchange in the Biosphere**

<p><b>Our Unit Questions</b></p> <ul style="list-style-type: none"> <li>• How are carbon, oxygen, <u>nitrogen</u> and phosphorus cycled in the biosphere?</li> <li>• How is the flow of energy balanced in the biosphere?</li> <li>• How have human activities and technological advances affected the balance of energy and matter in the biosphere?</li> </ul>
--

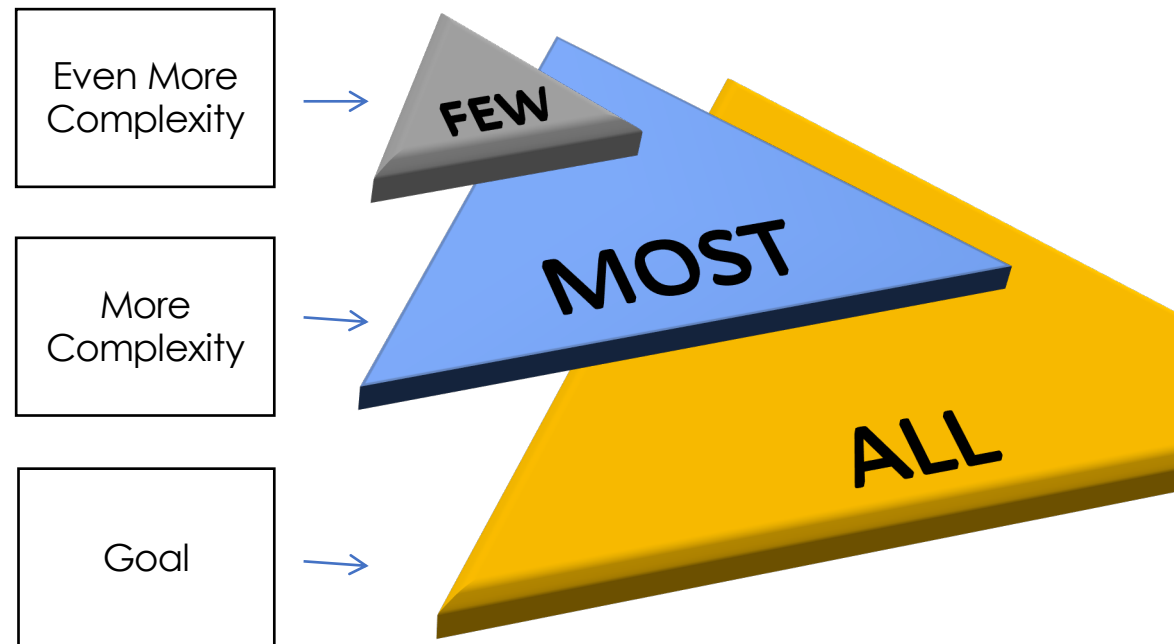
General Learning Outcome: Students will understand the constant flow of energy through the biosphere and ecosystems.		
Unit Goals: Curricular Language	Student Friendly Language	
<p><b>Knowledge</b></p> <p><b>20–A1.1k</b> Students will: explain, in general terms, the one-way flow of energy through the biosphere and how stored energy in the <b>biosphere</b>, as a system, is eventually “lost” as heat</p> <p><b>20–A1.2k</b> Students will: explain how energy in the biosphere can be perceived as a balance between both photosynthetic and chemosynthetic activities and cellular respiratory activities</p> <p><b>20–A1.3k</b> Students will explain the structure of ecosystem trophic levels, using models such as food chains and food webs</p> <p><b>20–A1.4k</b> Students will explain, quantitatively, the flow of energy and the exchange of matter in aquatic and terrestrial ecosystems, using models such as pyramids of numbers, <u>biomass</u> and energy</p>	<p><b>Knowledge</b></p> <p>I know how energy is used in a biosphere (stored, transferred, lost)</p> <p>I know that energy in different biospheres is balanced and cycles</p> <p>I know how biospheres are interconnected</p> <p>I know what an ecosystem is and how it is organized</p> <p>I know how energy moves in an ecosystem</p> <p>I know how to represent the movement of energy in ecosystems using a model</p>	
	<p><b>STS</b></p> <p><b>20–A1.1sts</b> Students will: explain that the process of scientific investigation includes analyzing evidence and providing explanations based upon scientific theories and concepts</p>	<p><b>STS</b></p> <p>I can connect what I am learning about biospheres to real life examples and events</p>
	<p><b>Specific Outcomes for Skills</b></p> <p><b>Initiating and Planning</b></p> <p><b>20–A1.1s</b> Students will: formulate questions about observed relationships and plan investigations of questions, ideas, problems, and issues</p> <p><b>Performing and Recording</b></p> <p><b>20–A1.2s</b> Students will: conduct investigations into relationships among observable variables and use a broad range of tools and techniques to gather and record data and information perform an experiment</p> <p><b>Analyzing and Interpreting</b></p> <p><b>20–A1.3s</b> Students will: analyze data and apply mathematical and conceptual models to develop and assess possible solutions</p>	<p><b>Specific Outcomes for Skills</b></p> <p>I can <b>initiate</b> and <b>plan</b> by:</p> <ul style="list-style-type: none"> <li>• by asking questions about what I observe in my environment</li> <li>• by making predicting based on what I observe</li> </ul> <p>I can <b>investigate</b> and <b>record my observations</b> by:</p> <ul style="list-style-type: none"> <li>• using different tools and techniques to gather data</li> <li>• complete an experiment</li> </ul> <p>I can <b>analyze</b> and <b>interpret</b> by:</p> <ul style="list-style-type: none"> <li>• looking for patterns in my data to help me understand what is happening</li> <li>• connecting my data to other scenarios and contexts</li> <li>• coming up with some possible solutions or explanations for what is happening</li> <li>• organizing and displaying my data in ways that make sense to me</li> </ul>
	<p><b>Communication</b></p> <p><b>20–A1.4s</b> Students will: work collaboratively in addressing problems and apply the skills and conventions of science in communicating information and ideas and in assessing results</p>	<p>I can <b>communicate</b> my findings by:</p> <ul style="list-style-type: none"> <li>• using SI units and Sig Digs</li> <li>• presenting my findings so it makes sense to others (modes representation)</li> </ul>

# Rubrics vs. Learning Maps

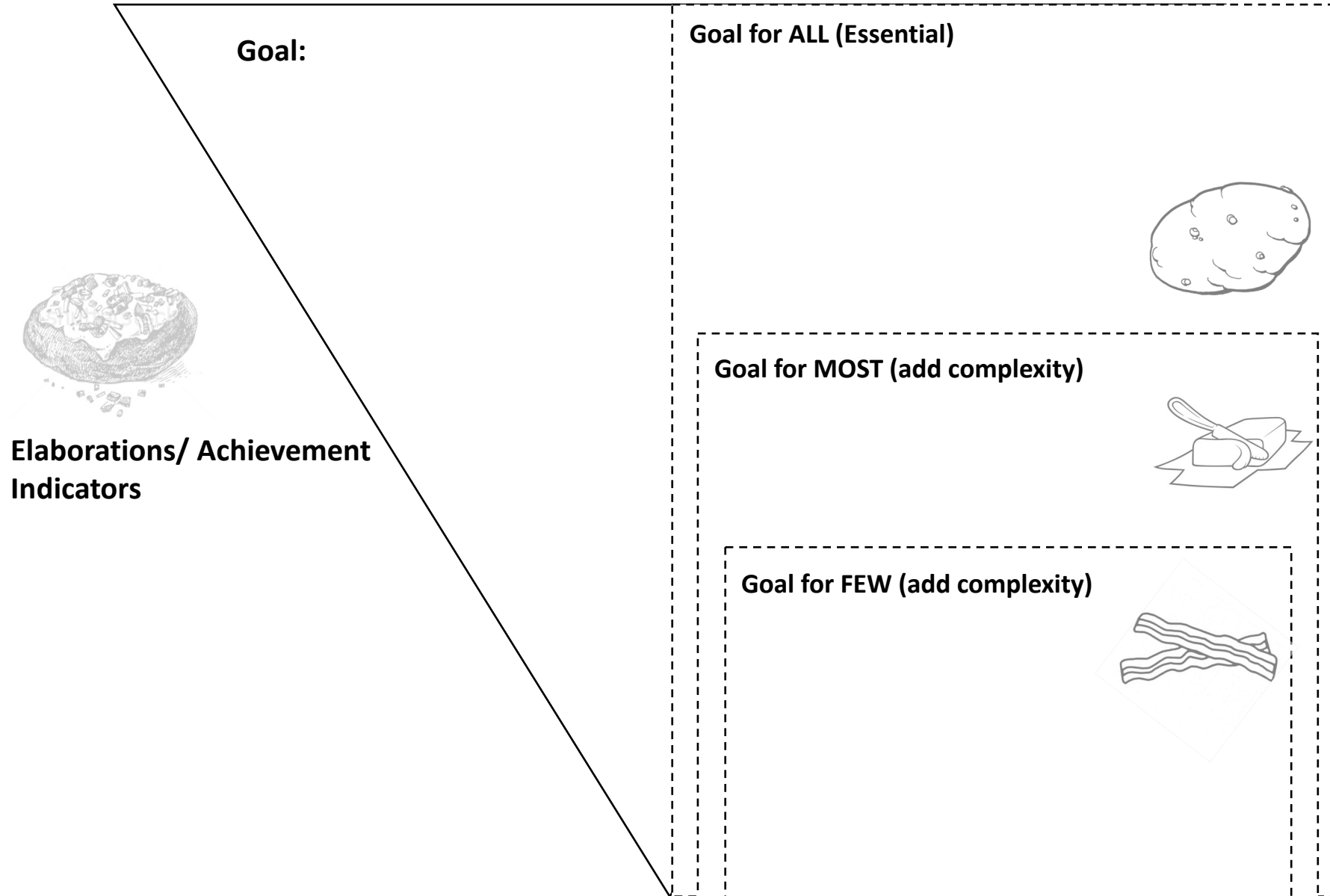
	Essential	More complex	More complex
Learning Outcome			



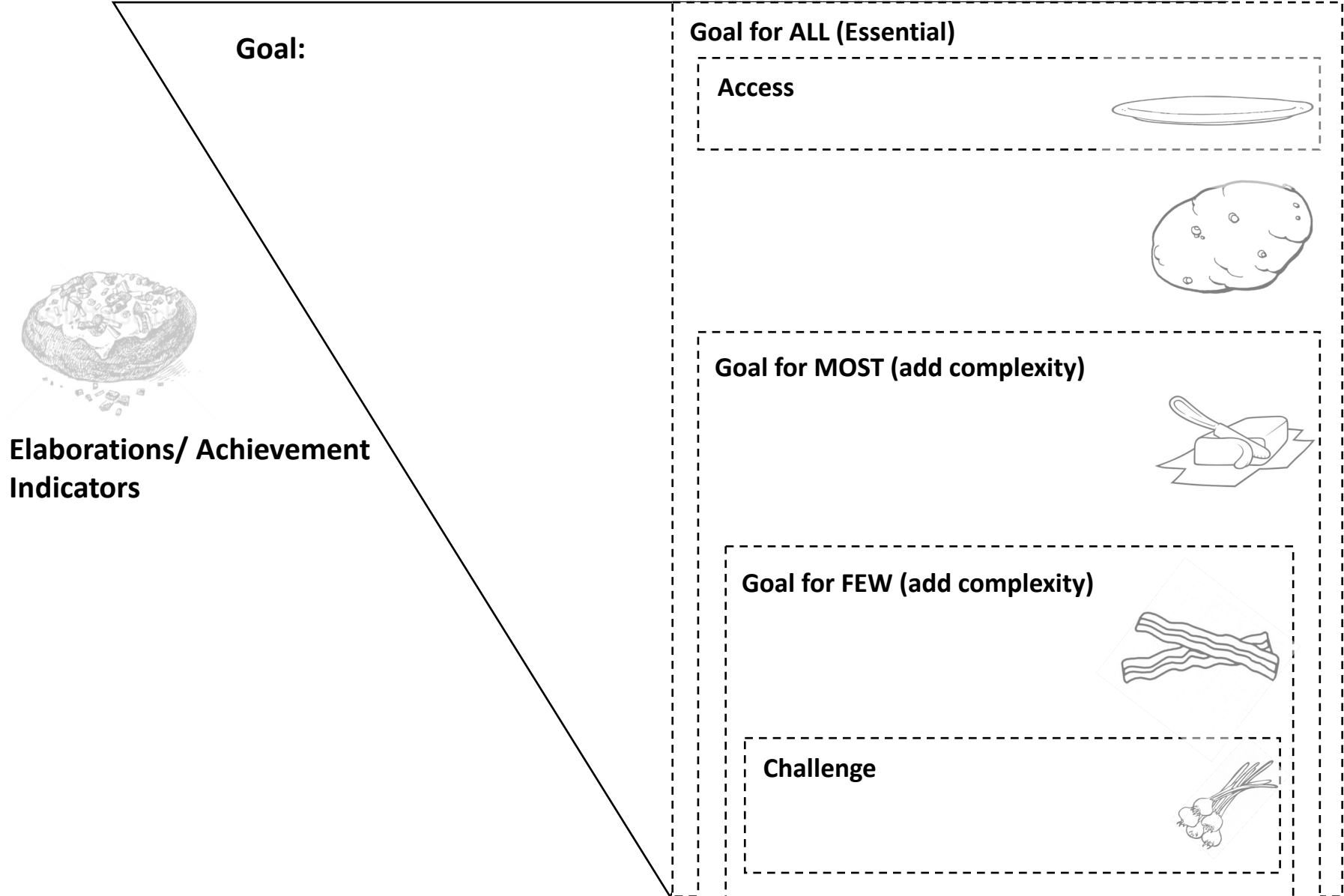
# Planning Pyramid



# The Baked Potato Planning Strategy:



# The Baked Potato Planning Strategy:



# Our Co-Planning Journey: Learning Continuums

1. Using the elaborations for each learning outcome, we constructed a **grade-level scaffold** in *student friendly language*

Learning Outcome:				
<i>Student friendly:</i>				
Grade Level				
Approaching	Emerging	Developing	Confident	Extending

2. We started with the **most essential concept** of the outcome and then we **added on complexity**

3. We extended the grade level scaffold to include an **access point** and **challenge point**

# Our Co-Planning Journey: Backwards Design

## Our Unit Questions

- How do I **interact** with different **materials** and **objects**?
- How can I **describe** different materials and objects?
- How can I be **curious** about and **play** with different materials and objects?
- How can I use different materials and objects to share **stories** about myself and my family?
- How can I choose specific materials and objects to **represent** my family?

## Our Unit Goals

Content Goals		Curricular Competency Goals	
Science	Student knows the <b>properties of familiar materials</b>	Science	Student can <b>plan and conduct</b> by <ul style="list-style-type: none"> <li>• making exploratory observations using their senses</li> </ul> Student can <b>question and predict</b> by <ul style="list-style-type: none"> <li>• demonstrating curiosity and a sense of wonder about the world</li> </ul> Student can <b>process and analyze data and information</b> by <ul style="list-style-type: none"> <li>• discussing observations</li> <li>• representing observations and ideas by drawing charts and simple pictographs</li> </ul> Student can <b>communicate</b> by <ul style="list-style-type: none"> <li>• sharing observations and ideas orally or (other means)</li> </ul>
	Student knows <b>local First Peoples uses of plants and animals as resources</b>		
Math	Student knows <b>single attributes of 2D shapes and 3D objects</b>	Math	Student can <b>understand and solve</b> by <ul style="list-style-type: none"> <li>• visualizing to explore mathematical concepts</li> <li>• engaging in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures</li> </ul> Student can <b>connect and reflect</b> by <ul style="list-style-type: none"> <li>• incorporating First Peoples worldviews and perspectives to make connections to mathematical concepts</li> </ul>
	Student knows <b>concrete or pictorial graphs as a visual tool</b>		
Language Arts	Student knows <b>story structure of story</b>	Language Arts	Student can <b>comprehend and connect (reading, listening, viewing)</b> by <ul style="list-style-type: none"> <li>• Using personal experience and knowledge to connect to stories and other texts to make meaning</li> </ul> Student can <b>create and communicate (writing, speaking, representing)</b> by <ul style="list-style-type: none"> <li>• Exchange ideas and perspectives to build shared understanding</li> </ul>
	Student knows <b>language features, structures, and conventions the relationship between reading, writing, and oral language</b>		
Social Studies	Student knows <b>ways in which individuals and families differ and are the same</b>	Social Studies	Student can <b>sequence objects, images, or events, and distinguish between what has changed and what has stayed the same (continuity and change)</b>  Student can <b>acknowledge different perspectives on people, places, issues, or events in their lives (perspective)</b>
	Student knows <b>people, places, and events in the local community, and in local First Peoples communities</b>		
Art	Student knows <b>processes, materials, movements, technologies, tools, and techniques to support arts activities</b>	Art	Student can <b>create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play</b>
	Student knows <b>traditional and contemporary Aboriginal arts and arts-making processes</b>		

# Learning Continuums: Science

<b>Content Goal:</b> properties of familiar materials				
<b>Student friendly:</b> I know how to interact with objects and materials by using my senses by:				
Approaching	Emerging	Developing	Confident	Extending
Showing (or matching) that I know what fabric, soil, wood, sand, plastic, paper, sponges, metal	Using colour & texture to describe objects and materials Describing fabric and soil Describing roots, bark, trunk and needs of a cedar)	Using hardness and flexibility to describe objects and materials Describing wood, sand, plastic Describing rocks	Using absorbency to describe objects and materials Describing paper, sponges Describing berries (frozen), dyed fabric	Using lustre to describe objects and materials Describing metals Describing bones, fur

<b>Content Goal:</b> effects of pushes/pulls				
<b>Student friendly:</b> I know different ways that objects move				
Approaching	Emerging	Developing	Confident	Extending
I know (can show) push, pull, roll, and bounce	I know what action I am taking and what objects and materials I am using	I know what happens when I (roll, push, bounce etc.) objects over different materials	I know that some objects move better on some materials than others	I know why some objects move better on some materials than others

<b>Content Goal:</b> local First Peoples uses of plants				
<b>Student friendly:</b> I know different ways that First Peoples use objects and materials				
Approaching	Emerging	Developing	Confident	Extending
I know what cedar is, what rocks are etc.	cedar – parts of the cedar, how it is used	Rocks – use of rocks for making gardens, cooking, bentwood boxes	Berries – dyeing, fabric, art, food	Animals – food, clothing, entire animal, bones, symbolism/character

<b>Curricular Competency Goal:</b> Planning and <u>conducting</u> : making exploratory observations using senses				
<b>Student friendly:</b> I can share what happened by using my senses				
Approaching	Emerging	Developing	Confident	Extending
I can look at different objects and materials I can follow a model to move objects	I can use properties of objects and materials to describe what I see and feel	I can observe different objects interact with different materials and describe what I see	I can compare how different objects move on different materials	I can explain which materials and surfaces work better for certain objects to move

# Learning Continuums: Math

<b>Content Goal:</b> single attributes of 2D shapes and 3D objects				
<b>Student Friendly:</b> I know what makes materials, objects (3D) and shapes (2D) different from each other				
<b>Approaching</b> <b>Emerging</b> <b>Developing</b> <b>Confident</b> <b>Extending</b>				
I can match names of basic 2D and 3D objects with their models. (I can show you these when you name them.)	I can find everyday objects that have the same shape.	I can sort objects by their properties.	I can compare different 2D and 3D objects and tell you how they are the same and how they are different.	I can tell you what 2D and 3D objects can be used for. I can make a model using these shapes.

<b>Content Goal:</b> concrete or pictorial graphs as a visual tool				
<b>Student Friendly:</b> I know how to show "how many" using objects and pictures				
<b>Approaching</b> <b>Emerging</b> <b>Developing</b> <b>Confident</b> <b>Extending</b>				
I can count the objects or pictures.	I can draw a desired number of objects.	I can use symbols (digits) to indicate "how many." I can compare quantities by counting the objects.	I can compare quantities by using objects and symbols. I can identify 'fewer' and 'more' than.	I can compare quantities by using symbols. I can identify "fewer" and "more" by reading numbers.

<b>Curricular Competency Goal: Understanding and solving:</b> Visualize to explore mathematical concepts				
<b>Student Friendly:</b> I can solve problems by using materials, and objects				
<b>Approaching</b> <b>Emerging</b> <b>Developing</b> <b>Confident</b> <b>Extending</b>				
I can identify a pattern.	I can make a simple repeating pattern using two elements and using materials that are readily available for manipulation.	I can distinguish between a pattern and non-pattern design.	I can identify a core of a pattern and continue with the pattern.	I can identify a mistake in a pattern, correct it and continue with the pattern. I can make more sophisticated patterns using 3 elements.

<b>Curricular Competency Goal: Understanding and solving:</b> Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures				
<b>Student Friendly:</b> I can solve problems that are connected to mine and others, family, and community				
<b>Approaching</b> <b>Emerging</b> <b>Developing</b> <b>Confident</b> <b>Extending</b>				
I can listen to stories about different communities, cultures and places.	I notice that there are different stories, traditions and perspectives.	I can ask questions or make comments about a problem, story, practices or perspectives.	I can identify a problem and offer a solution to a problem.	I can identify a problem, offer one or more solutions, and explain how they solve the problem.

# Learning Continuums: English Language Arts

<b>Content Goal:</b> Story structure of story				
<b>Student Friendly:</b> I know how to use materials and objects to recreate a story				
<b>Approaching</b>	<b>Emerging</b>	<b>Developing</b>	<b>Confident</b>	<b>Extending</b>
I can listen to a story  I can build a character or a setting	I can choose an event in a story  I can follow a model	I can show what happened first and next	I can show a problem in a story (middle)	I can show how the event started (beginning) and how it was solved (end)

<b>Curricular Competency Goal: Comprehend and connect (reading, listening, viewing):</b> Use personal experience and knowledge to connect to stories and other texts to make meaning				
<b>Student Friendly:</b> I can make connections to a story, between a story and another story, and between a story and the world.				
<b>Approaching</b>	<b>Emerging</b>	<b>Developing</b>	<b>Confident</b>	<b>Extending</b>
I can listen to a story.	I can tell who is in the story.	I can make a connection to myself or to my life based on the story.	I can make a connection with another story based on similarities/differences (e. g. setting, characters, problem, solution).	I can make a connection between a story and the world (family, community, nation, world).

<b>Curricular Competency Goal: Create and communicate (writing, speaking, representing):</b> Exchange ideas and perspectives to build shared understanding				
<b>Student Friendly:</b> I can show, draw, tell, and write about my ideas and share them with others that I know				
<b>Approaching</b>	<b>Emerging</b>	<b>Developing</b>	<b>Confident</b>	<b>Extending</b>
I can draw a picture or show you with gestures my story or ideas.	I can draw a picture or tell you my story or ideas.	I can tell you and draw a picture and write a few letters to share my story and ideas.	I can draw a picture, write a few words and read my story or ideas to you.	I can tell, draw, and write/read my story and share my ideas without assistance.

# Learning Continuums: Social Studies

<b>Content Goal:</b> ways in which individuals and families differ and are the same				
<b>Student Friendly:</b> I know what makes my family unique I know what makes families different from each other				
<b>Approaching</b>	<b>Emerging</b>	<b>Developing</b>	<b>Confident</b>	<b>Extending</b>
I can name people in my family.	I describe and name people in my family.	I can observe some differences in families.	I can compare my family with another one. I can point out similarities and differences.	I can compare my family with two other families and point out how is my family similar and different with the other two.

<b>Content Goal:</b> people, places, and events in the local community, and in local First Peoples communities				
<b>Student Friendly:</b> I know about different people, place, and events in my community I know about a local First Nations community				
<b>Approaching</b>	<b>Emerging</b>	<b>Developing</b>	<b>Confident</b>	<b>Extending</b>
I know what First Nations or Indigenous people are.	I can name the two First Nations in our neighborhood/ community.	I can name a few events or places in our community that are tied to First Nations.	I can tell you a local First Nations story that is tied to our community.	I can tell you about events, stories, <u>places</u> and practices of the local First Nations (e. g. name giving, traditional medicine, celebrations, <u>etc.</u> ).

<b>Curricular Competency Goal:</b> Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same (continuity and change)				
<b>Student Friendly:</b> I can show and/or tell what changed and what stayed the same I can show and/or tell what happened first, next, and then				
<b>Approaching</b>	<b>Emerging</b>	<b>Developing</b>	<b>Confident</b>	<b>Extending</b>
I can sequence three events (beginning, middle, end) using pictures.	I can tell/describe what happened first, then, next.	By looking at two images (depicting past and present), I can tell what has changed.	By looking at two images, I can tell what changed and what stayed the same.	I can tell what changed and what stayed the same and predict possible future changes/development of the story.

## **Activities to Collect Possible Evidence of Student Learning**

- Examining rocks
- Brick and stick house
- Science center: exploring materials with 5 senses
- Exploring rocks & trees
- Journal Writing: how Indigenous Peoples use rocks
- Journal Writing: creating stories
- Stories: The Two Rock Sisters
- Cedar art drawing & labelling

Activity:

## Examining Rocks



**Evidence: drawings (product), photos (observations)**

## Content Learning Outcomes

**Science:** properties of familiar materials  
*Kid Friendly:* I know how to **interact** with objects and materials by using my **senses** by:

**Math:** concrete or pictorial graphs as a visual tool  
*Kid Friendly:* I know how to show “**how many**” using objects and pictures

## Curricular Competency Learning Outcomes

**Science:** Planning and Conducting: making exploratory observations using senses  
*Kid Friendly:* I can share what happened by using my senses

## Unit Guiding Questions

- How do I interact with different materials and objects?
- How can I describe different materials and objects?
- How can I be curious about play with different materials and objects?
- How can I use different materials and objects to share stories about myself and my family?
- How can I choose specific materials and objects to represent my family?

Examining Rocks



## Learning Continuum: Science Content

**Content Goal: properties of familiar materials**

*Student friendly:* I know how to interact with objects and materials by using my senses by:

Approaching	Emerging	Developing	Confident	Extending
<ul style="list-style-type: none"> <li>• Showing (or matching) that I know what rocks, fabric, soil, wood, sand, plastic, paper, sponges, metal are</li> </ul>	<ul style="list-style-type: none"> <li>• Using colour &amp; texture to describe objects and materials</li> <li>• Describing roots, bark, trunk and needs of a cedar)</li> <li>• Describing fabric and soil</li> </ul>	<ul style="list-style-type: none"> <li>• Using hardness and flexibility to describe objects and materials</li> <li>• Describing wood, sand, plastic</li> <li>• Describing rocks</li> </ul>	<ul style="list-style-type: none"> <li>• Using absorbency to describe objects and materials</li> <li>• Describing paper, sponges</li> <li>• Describing berries (frozen), dyed fabric</li> </ul>	<ul style="list-style-type: none"> <li>• Using lustre to describe objects and materials</li> <li>• Describing metals</li> <li>• Describing bones, fur</li> </ul>

## Learning Continuum: Math Content

**Content Goal:** concrete or pictorial graphs as a visual tool

*Student friendly:* I know how to show “**how many**” using objects and pictures

Approaching	Emerging	Developing	Confident	Extending
→				
<ul style="list-style-type: none"> <li>I can count the objects or pictures.</li> </ul>	<ul style="list-style-type: none"> <li>I can draw a desired number of objects.</li> </ul>	<ul style="list-style-type: none"> <li>I can use symbols (digits) to indicate “how many.” I can compare quantities by counting the objects.</li> </ul>	<ul style="list-style-type: none"> <li>I can compare quantities by using objects and symbols. I can identify ‘fewer’ and ‘more’ than.</li> </ul>	<ul style="list-style-type: none"> <li>I can compare quantities by using symbols. I can identify “fewer” and “more” by reading numbers.</li> </ul>


## Learning Continuum: Science Curricular Competency

**Content Goal:** Planning and conducting: making exploratory observations using senses


*Student friendly:* I can share what happened by using my senses

Approaching	Emerging	Developing	Confident	Extending
→				
<ul style="list-style-type: none"> <li>I can look at different objects and materials</li> <li>I can follow a model to move objects</li> </ul>	<ul style="list-style-type: none"> <li>I can use properties of objects and materials to describe what I see and feel</li> </ul>	<ul style="list-style-type: none"> <li>I can observe different objects interact with different materials and describe what I see</li> </ul>	<ul style="list-style-type: none"> <li>I can compare how different objects move on different materials</li> </ul>	<ul style="list-style-type: none"> <li>I can explain which materials and surfaces work better for certain objects to move</li> </ul>

<b>Grade: 2</b>	<b>Subject(s): Science</b>	<b>Planning Team: Kim (CT2), Shelley, Jessica (PA), Raime (P), Kendra (DI)</b>	
<b>Our Guiding Unit Question:</b>  How does water impact living things in the environment?		<b>Kid Friendly:</b>  What is <b>water</b> ? Why is water important to <b>living things</b> ?	
<b>Learning Outcome:</b>  Students investigate characteristics of water and the importance of water to living things in the environment.		<b>Kid friendly goals:</b>  I can <b>investigate water</b>  I know that water is important to <b>living things</b> and the <b>environment</b>	
<b>Competency:</b> We can be cultural and global <b>citizens</b> <b>Numeracy:</b> We can <b>collect data</b> <b>Numeracy:</b> We can <b>communicate</b> our learning <b>Literacy:</b> We can use <b>strategies</b> to help us understand <b>text</b>			
<b>Important vocabulary to know and use:</b>			
Water Environment Living things	Citizens Strategies communicate	Investigate Collect data Text	

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

	<b>Access Points (Beginning) (Plate)</b>	<b>Essential Outcomes (Acceptable) (Potato)</b>	<b>Developing (Proficient) (Dairy)</b>	<b>Confident (Mastery) (Baked Bits)</b>	<b>Extending (Challenge) (Onions)</b>
<b>Conceptual Knowledge</b>	<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>

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

	<b>Access Points (Beginning) (Plate)</b>	<b>Essential Outcomes (Acceptable) (Potato)</b>	<b>Developing (Proficient) (Dairy)</b>	<b>Confident (Mastery) (Baked Bits)</b>	<b>Extending (Challenge) (Onions)</b>
<b>Procedural Knowledge</b>	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

<b>Class: Gr. 6/7</b>		<b>Planning Team: Shackles, Locke &amp; Moore</b>	
<b>Essential Question:</b> What does it mean to be personally aware and responsible and how can this help me in my life inside and outside of school?			
<b>Key vocabulary:</b>		goal, celebrate, effort, accomplishment, persevere, advocate, plan, initiative	
<b>Goals</b>			
<b>Competency Goal</b>		I can be personally aware and responsible by being <b>self determined</b>	
<b>Competency Goal</b>		I can be personally aware and responsible by being <b>self regulated</b>	
<b>Summative Tasks (Self Evaluation)</b>			
<b>New format</b> (3D model)		Create a 3D model that represents your understanding of being personally aware & responsible	
<b>Choice Format</b> (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"> <li>I can set a <b>goal</b></li> </ul>	<ul style="list-style-type: none"> <li>I can <b>celebrate</b> my <b>efforts</b> and <b>accomplishments</b></li> </ul>	<ul style="list-style-type: none"> <li>I can <b>advocate</b> for my myself and my ideas</li> </ul>	<ul style="list-style-type: none"> <li>I can take <b>initiative</b> and make change in myself and the world</li> </ul>
being self regulated	<ul style="list-style-type: none"> <li>I can <b>accomplish</b> a goal</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>persevere</b> through challenging tasks</li> </ul>	<ul style="list-style-type: none"> <li>I can implement a <b>plan</b> that I have made to meet a <b>goal</b></li> </ul>	<ul style="list-style-type: none"> <li>I can adjust a <b>plan</b> that I have made to meet a goal</li> </ul>

## Social Studies 9: What Can we Learn from Artifacts?

### Our Unit Questions

- Where are the **traces** of **exploration, expansion** and/or **colonialization** in our community and the world?
- What **artifacts** remain and/or are being created to **honour** the past, present and future in **ethical** ways?
- How can we communicate and educate other about the **traces** of **colonialism**?

### Important vocabulary to know and use

<b>exploration</b>	<b>resources</b>	<b>short term</b>
<b>expansion</b>	<b>civilizations</b>	<b>long term</b>
<b>colonization</b>	<b>cause &amp; consequence</b>	<b>perspective</b>
<b>values &amp; beliefs</b>	<b>worldview</b>	<b>ethical judgement</b>
<b>artifacts</b>	<b>traces</b>	<b>honour</b>

### What are the goals and how will we meet them?

#### Our Goals for this Unit

#### Summative Task Activities

<b>Content Goal:</b> I know <b>exploration, expansion, and colonization</b>	Choose an artifact that was created and celebrated in the name of exploration, expansion and/or colonialization
<b>Curricular Competency Goal:</b> I can determine which causes most influenced particular decisions, actions, or events, and assess their <b>short-and long-term</b> consequences ( <b>cause and consequence</b> )	Why was this artifact created?  What was it celebrating?
<b>Curricular Competency Goal:</b> I can explain different <b>perspectives</b> on past or present people, places, issues, or events, and compare the <b>values, worldviews, and beliefs</b> of human cultures and societies in different times and places ( <b>perspective</b> )	What do you think the response to this artifact would have been at the time?  What are some alternative perspectives of the celebration of this artifact?
<b>Curricular Competency Goal:</b> I can make <b>ethical judgments</b> about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past ( <b>ethical judgment</b> )	What would be your ethical judgement, as to whether or not this artifact should continue to be celebrated and/or maintained?

## Collecting Evidence of my Learning

### Our Unit Questions

- Where are the **traces of exploration, expansion and/or colonialization** in our community and the world?
- What **artifacts** remain and/or are being created to **honour** the past, present and future in **ethical** ways?
- How can we communicate and educate other about the **traces of colonialism**?

**Content Goal:** I know exploration, expansion, and colonization

Approaching	Emerging	Developing	Confident	Extending
I know a time or a place that I have explored	I know what exploration & expansion is	I know what colonialization is	I know the connections between exploration, expansion and colonialization	I know civilizations that have been and still are colonialized in the past and present
I know some explorers in history	I know civilizations that have been explored & expanded	I know civilizations that have been colonialized in the past		

**Curricular Competency Goal:** I can determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences (cause and consequence)

Approaching	Emerging	Developing	Confident	Extending
I can figure out the effect of a cause (decision, action or event) connected to something I am familiar with	I can determine causes of a decision, action or an event	I can determine what influenced a (cause) decision, action or an event	I can assess short term consequences of a cause (decision, action, event)	I can assess long term consequences of a cause (decision, action, event)

**Curricular Competency Goal:** I can explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)

Approaching	Emerging	Developing	Confident	Extending
I can describe a different point of view in an event that I am familiar with	I can describe different perspectives of places, issues and events	I can describe different perspectives of places, issues and events over time and how these perspectives change over time	I can compare the perspectives of different values, worldviews and beliefs	I can compare the perspectives of different values, worldviews and beliefs over time and how the perspectives they change

Biology 20-1: Energy and Matter Exchange in the Biosphere

<p><b>Our Unit Questions</b></p> <ul style="list-style-type: none"> <li>How are carbon, oxygen, <u>nitrogen</u> and phosphorus cycled in the biosphere?</li> <li>How is the flow of energy balanced in the biosphere?</li> <li>How have human activities and technological advances affected the balance of energy and matter in the biosphere?</li> </ul>
--

General Learning Outcome: Students will understand the constant flow of energy through the biosphere and ecosystems.		
Unit Goals: Curricular Language	Student Friendly Language	
<p><b>Knowledge</b></p> <p><b>20–A1.1k</b> Students will: explain, in general terms, the one-way flow of energy through the biosphere and how stored energy in the <b>biosphere</b>, as a system, is eventually “lost” as heat</p> <p><b>20–A1.2k</b> Students will: explain how energy in the biosphere can be perceived as a balance between both photosynthetic and chemosynthetic activities and cellular respiratory activities</p> <p><b>20–A1.3k</b> Students will explain the structure of ecosystem trophic levels, using models such as food chains and food webs</p> <p><b>20–A1.4k</b> Students will explain, quantitatively, the flow of energy and the exchange of matter in aquatic and terrestrial ecosystems, using models such as pyramids of numbers, <u>biomass</u> and energy</p>	<p><b>Knowledge</b></p> <p>I know how energy is used in a biosphere (stored, transferred, lost)</p> <p>I know that energy in different biospheres is balanced and cycles</p> <p>I know how biospheres are interconnected</p> <p>I know what an ecosystem is and how it is organized</p> <p>I know how energy moves in an ecosystem</p> <p>I know how to represent the movement of energy in ecosystems using a model</p>	
	<p><b>STS</b></p> <p><b>20–A1.1sts</b> Students will: explain that the process of scientific investigation includes analyzing evidence and providing explanations based upon scientific theories and concepts</p>	<p><b>STS</b></p> <p>I can connect what I am learning about biospheres to real life examples and events</p>
	<p><b>Specific Outcomes for Skills</b></p> <p><b>Initiating and Planning</b></p> <p><b>20–A1.1s</b> Students will: formulate questions about observed relationships and plan investigations of questions, ideas, problems, and issues</p> <p><b>Performing and Recording</b></p> <p><b>20–A1.2s</b> Students will: conduct investigations into relationships among observable variables and use a broad range of tools and techniques to gather and record data and information perform an experiment</p> <p><b>Analyzing and Interpreting</b></p> <p><b>20–A1.3s</b> Students will: analyze data and apply mathematical and conceptual models to develop and assess possible solutions</p> <p><b>Communication</b></p> <p><b>20–A1.4s</b> Students will: work collaboratively in addressing problems and apply the skills and conventions of science in communicating information and ideas and in assessing results</p>	<p><b>Specific Outcomes for Skills</b></p> <p>I can <b>initiate</b> and <b>plan</b> by:</p> <ul style="list-style-type: none"> <li>by asking questions about what I observe in my environment</li> <li>by making predicting based on what I observe</li> </ul> <p>I can <b>investigate</b> and <b>record my observations</b> by:</p> <ul style="list-style-type: none"> <li>using different tools and techniques to gather data</li> <li>complete an experiment</li> </ul> <p>I can <b>analyze</b> and <b>interpret</b> by:</p> <ul style="list-style-type: none"> <li>looking for patterns in my data to help me understand what is happening</li> <li>connecting my data to other scenarios and contexts</li> <li>coming up with some possible solutions or explanations for what is happening</li> <li>organizing and displaying my data in ways that make sense to me</li> </ul> <p>I can <b>communicate</b> my findings by:</p> <ul style="list-style-type: none"> <li>using SI units and Sig Digs</li> <li>presenting my findings so it makes sense to others (modes representation)</li> </ul>

Learning Outcome Progressions: Bio 20-1

What do I need to know?

20–A1.1k: I know how energy is used in a biosphere (stored, transferred, lost)				
Approaching	Emerging	Developing	Confident	Extending
The sun and plants work together to form energy	I know what photosynthesis and chemosynthesis and cellular respiration is and examples of each	I know how photosynthesis, chemosynthesis and cellular respiration are connected	I know how energy is transferred by conduction, radiation, and convection, and examples	I know limitations and problems of how energy is used in existing and/or potential biospheres

20–A1.2k I know that energy in different biospheres is balanced and cycles; I know how biospheres are interconnected				
Approaching	Emerging	Developing	Confident	Extending
I know why I need the sun and plants I know why plants need me	I know the products of photosynthesis, chemosynthesis, and cellular respiration	I know that there can be balance or imbalance between photosynthesis, chemo synthesis and cellular respiration	I know the impact of imbalance in photosynthesis and chemosynthesis and cellular respiration (global warming)	I know the pros/cons to possible solutions in imbalances of photosynthesis and chemosynthesis and cellular respiration

20–A1.3k I know what an ecosystem is and how it is organized				
Approaching	Emerging	Developing	Confident	Extending
I know what a food chain is	I know trophic levels and examples in the world	I know how to show trophic levels on different models	I know how trophic levels are connected to each other	I know the impact of deleting a trophic level

**Big Idea:** Students will examine the effects of nationalism, ultranationalism and the pursuit of the national interest.

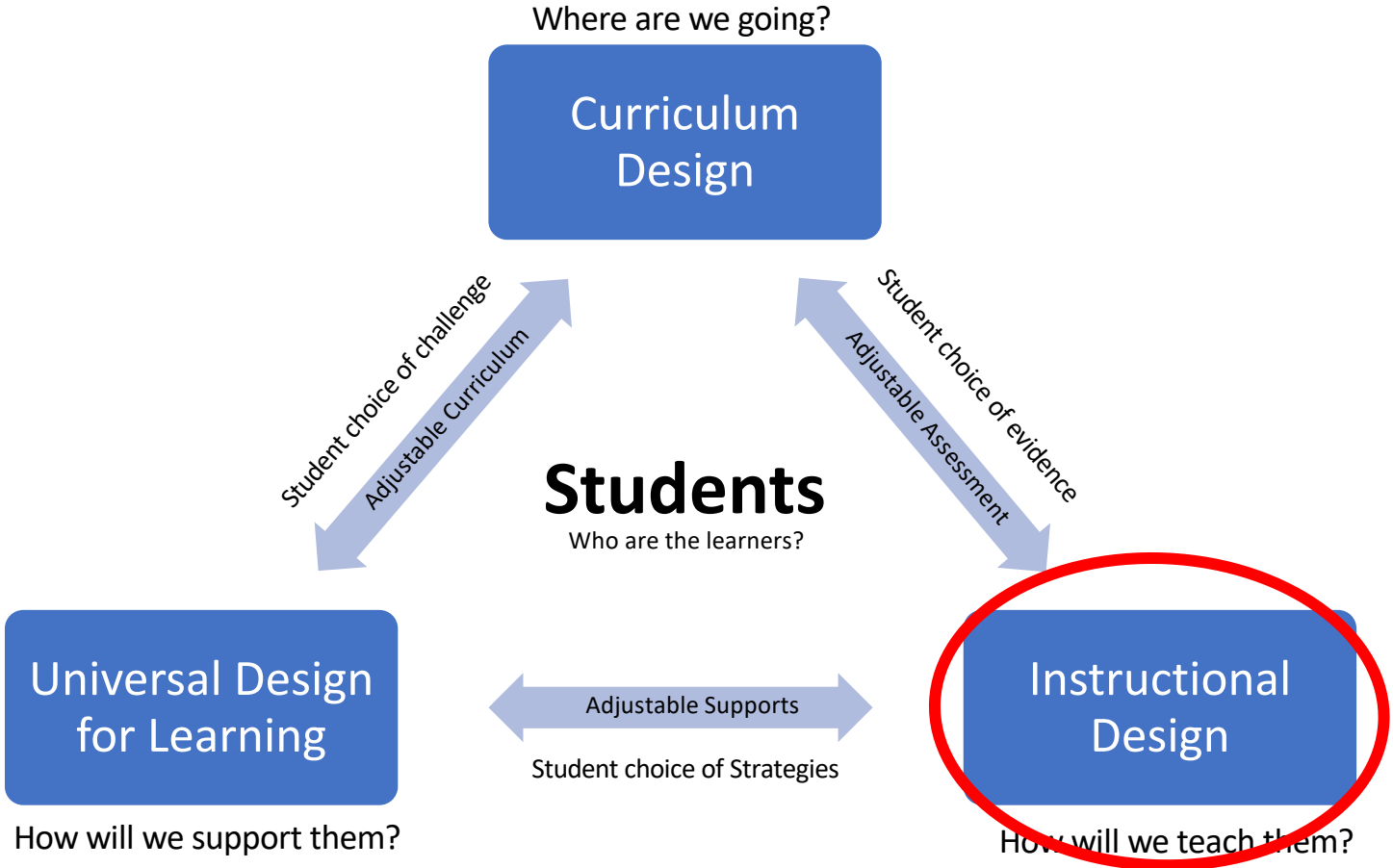
**Our Unit Questions:** What is nationalism? Why is it important? What are the effects of nationalism?

Vocabulary to know and use:			
Unit Goals: Curricular Language		Student Friendly Language	
Values &	20-4.2a <u>appreciate</u> that <b>nations</b> and states pursue the <b>national interest</b>	Values &	I understand why <b>nations</b> try and build <b>national interest</b>
	20-4.2b <u>appreciate</u> multiple <b>perspectives</b> related to the pursuit of the <b>national interest</b>		I understand why it is important to include different <b>perspectives</b> when building <b>national interest</b>
Knowledge & Understanding	20-4.2c explore a range of <b>expressions</b> of <b>national interest</b>	Knowledge & Understanding	I learn about different ways that <b>national interest</b> is shown or expressed
	20-4.2d <u>explore</u> the <b>relationship</b> between <b>nationalism</b> and the pursuit of the <b>national interest</b>		I can learn about how <b>nationalism</b> and building <b>national interest</b> connects to each other
	20-4.2e <u>examine</u> <b>similarities and differences</b> between <b>nationalism</b> and <b>ultranationalism</b>		I can look at how <b>nationalism</b> and <b>ultranationalism</b> are the same and different
	20-4.2f <u>identify</u> the effects of <b>nationalism</b> and <b>ultranationalism</b> during times of <b>conflict</b>		I can tell the <b>effects</b> of <b>nationalism</b> and <b>ultranationalism</b> during <b>conflict</b>
	20-4.2g <u>examine</u> <b>ultranationalism</b> as a cause of <b>genocide</b>		I can look at how <b>ultranationalism</b> can lead to <b>genocide</b>
	20-4.2h <u>examine</u> the <b>relationship</b> between <b>nationalism</b> and <b>national self-determination</b>		I can look at how <b>nationalism</b> and <b>national self-determination</b> connect to each other
Compet		Core	

		Social Studies 20-4		Socials 20-2		
	Evaluation	20-4 Essential (C) 20-2 Approaching (I)	20-4 Developing (B) 20-2 Approaching (I)	Essential (C)	Developing (B)	Confident (A)
Values & Attitudes	<b>General Outcome</b>	<b>Students will examine the effects of the pursuit of internationalism.</b>		<b>Students will assess impacts of the pursuit of internationalism in contemporary global affairs.</b>		
	Specific Outcome	20-4.3a express an interest in current events and world affairs (C, GC)		3.1 <u>appreciate</u> that nations and states engage in regional and global affairs for a variety of reasons (GC, C)		
	Student Friendly	I know some current events that are happening in the world right now	I can show, over time, how I am interested in ongoing current events that are happening in the world	I can understand why different nations are involved in affairs locally	I can understand different reasons why countries (nations) are involved in events (affairs) around the world	
	Specific Outcome	20-4.3b <u>appreciate</u> the relationships among human beings in an interdependent world (C, GC)		3.2 <u>appreciate</u> the impacts of nation and state involvement in regional and global affairs on individual and collective identities (GC, C)		
	Student Friendly	I know what interdependence means and examples of it in the world	I can understand the relationship between humans and an interdependent world	I can understand how a country's (nation's) involvement in global events effects their identity locally	I can understand how a country's (nation's) involvement in global events effects their identity collectively	
	Specific Outcome	20-4.3c <u>demonstrate</u> understanding of a global consciousness of the human condition and world affairs (C, GC)		3.3 <u>demonstrate</u> a global consciousness with respect to the human condition and global affairs (C, GC)		
	Student Friendly	I know what global consciousness means and can give examples	I know what human condition means and can give examples	I know how global consciousness is impacted by human condition	I know how global consciousness is impacted by world events (affairs)	

**How do we change the system?  
Design with Equity in Mind**

Shelley Moore, 2019



# Science Grade 2

Example Unit & Lesson Plan

<b>Grade: 2</b>	<b>Subject(s): Science</b>	<b>Planning Team: Kim (CT2), Shelley, Jessica (PA), Raime (P), Kendra (DI)</b>	
<b>Our Guiding Unit Question:</b>  How does water impact living things in the environment?		<b>Kid Friendly:</b>  What is <b>water</b> ? Why is water important to <b>living things</b> ?	
<b>Learning Outcome:</b>  Students investigate characteristics of water and the importance of water to living things in the environment.		<b>Kid friendly goals:</b>  I can <b>investigate water</b> I know that water is important to <b>living things</b> and the <b>environment</b>	
<b>Competency:</b> We can be cultural and global <b>citizens</b> <b>Numeracy:</b> We can <b>collect data</b> <b>Numeracy:</b> We can <b>communicate</b> our learning <b>Literacy:</b> We can use <b>strategies</b> to help us understand <b>text</b>			
<b>Important vocabulary to know and use:</b>			
Water Environment Living things	Citizens Strategies communicate	Investigate Collect data Text	

**Guiding Unit Question:**

**Lesson Goal(s):**



**Date**

**Connecting Activity:**

**Supports**

**Mini Lesson:**

**Processing Tasks**

I Need to...	I Must...	I Can...	I Could...	I Can Try to...
				
Access	All	Most	Few	Challenge

**Transforming & Personalizing Activity:**



Guiding Unit Question: **How does water impact living things in the environment?**

Lesson Goal(s):

I can investigate water

I know that water is important to living things and the environment

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 - Fresh - salt	Choose a habitat - Add examples of living things that live in there	Choose a different habitat - Add examples of living things that live in there
Access	All	Most	Few	Challenge

Transforming & Personalizing Activity:  
Connect 1/Connect 2

How does **water** impact  
**living things?**

# Our Goal Today!

I can learn about **water**

# Important Words

wetlands

stream

underground water

Indian Ocean

glacier

salt water

Arctic Ocean

river

dug out/ pond

Pacific Ocean

Earth

fresh water

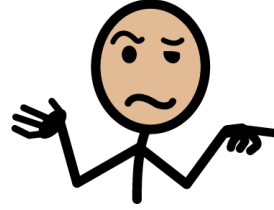
lake

Atlantic Ocean

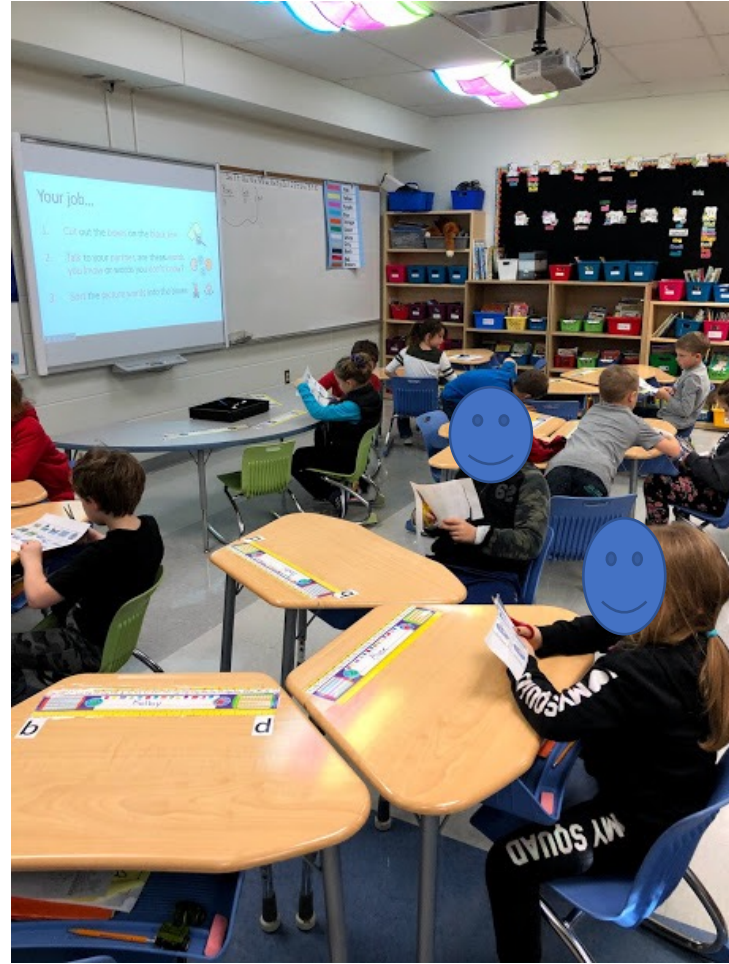
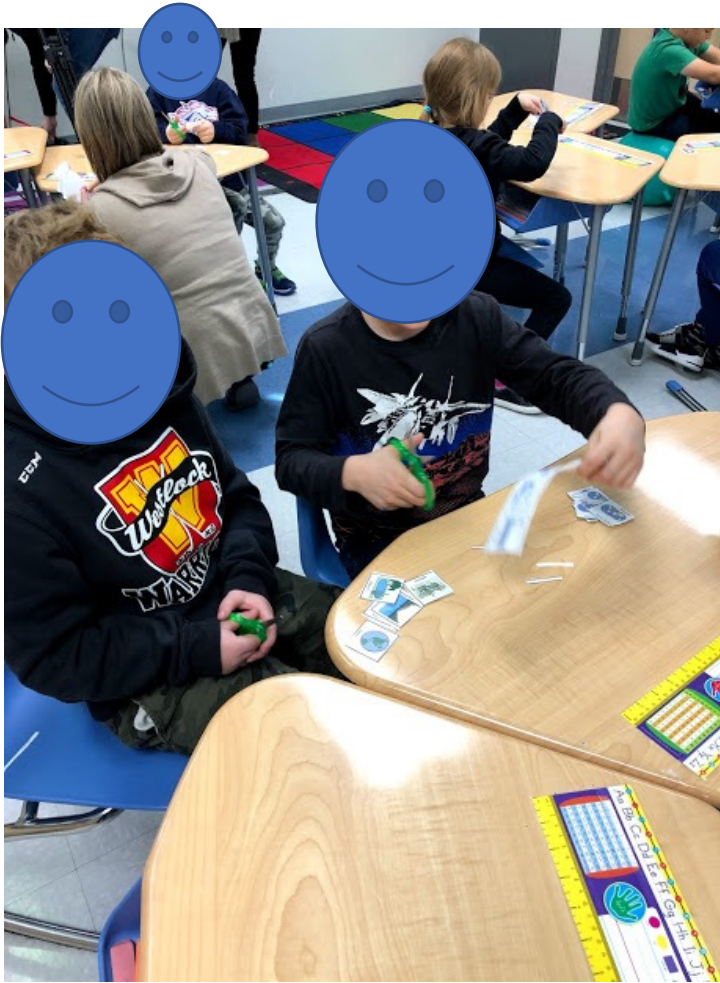
Southern Ocean



I know these words!



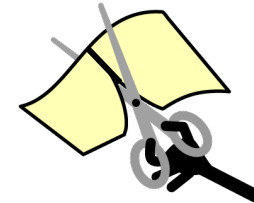
I'm not sure about these words.



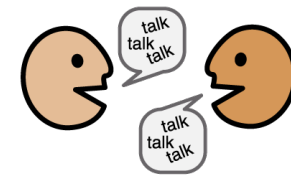


# Your job...

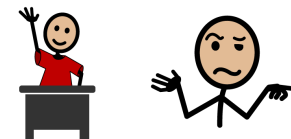
1. Cut out the **boxes** on the **black line**



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



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

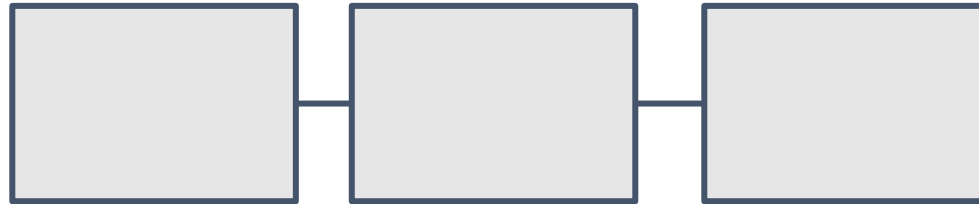


What can we learn about  
water?

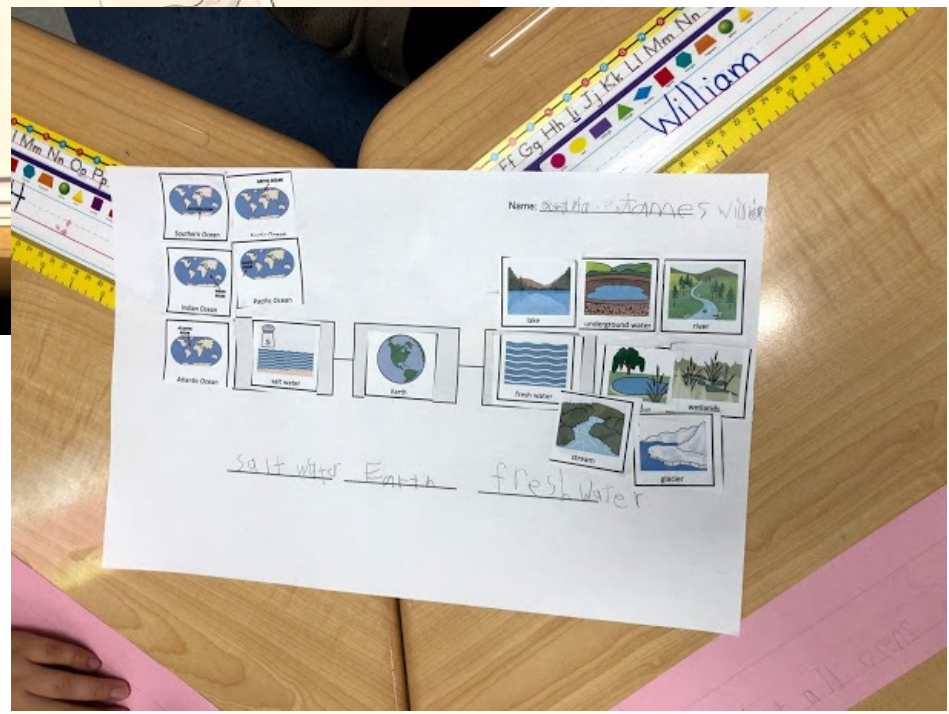
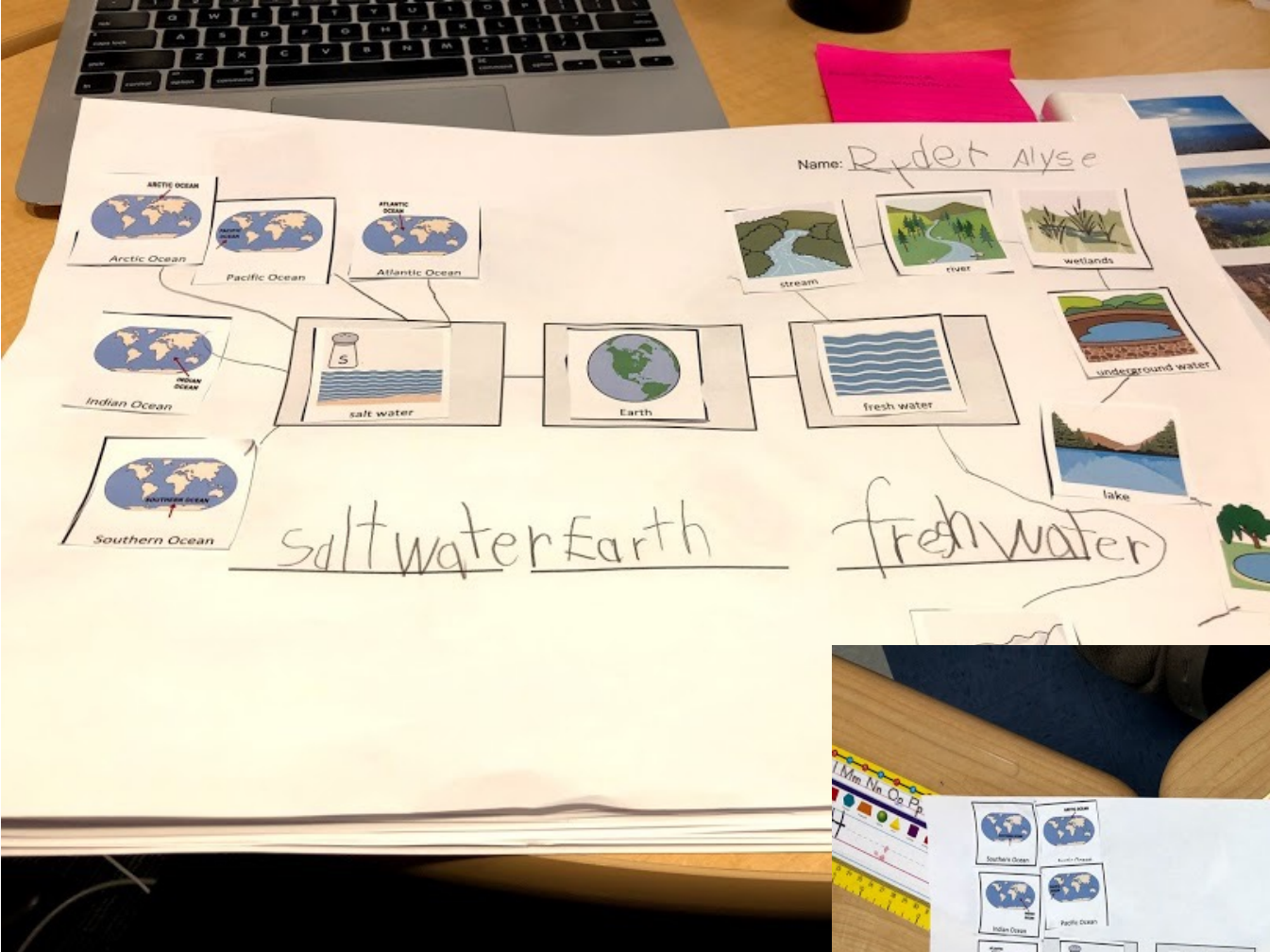
Video

What can we learn about **water**?

Names: \_\_\_\_\_



\_\_\_\_\_





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

Start Together

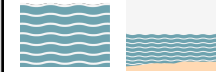
NEED

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

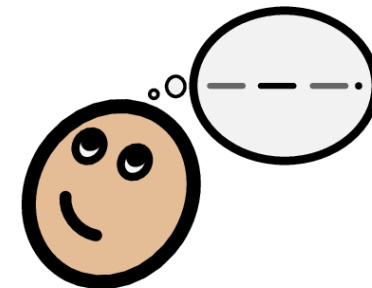
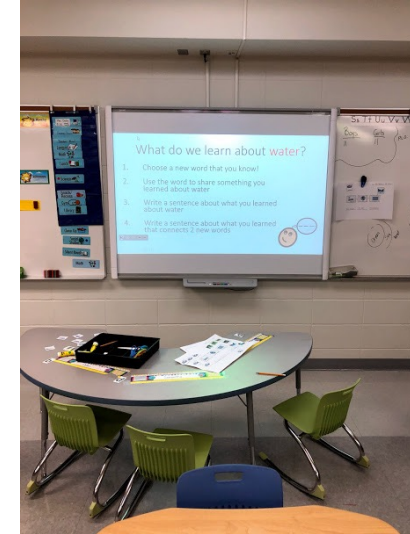
Find **examples** of things that live in fresh and salt **water habitats**

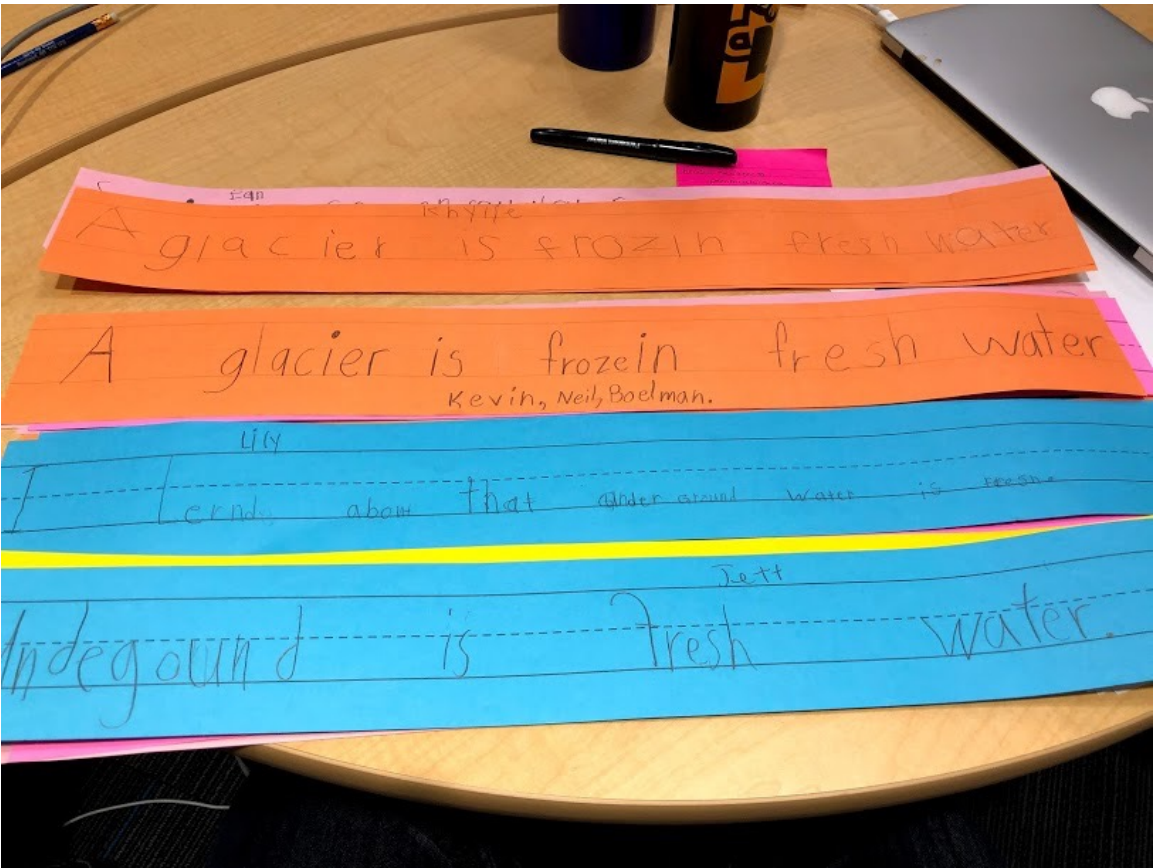


Go as far as you can!

# 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, Neily, Boelman.

I learned about that under ground water is fresh

Underground is fresh water.

# SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



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

[www.blogsomemoore.com](http://www.blogsomemoore.com)



Waterfall

What is useful from today?

OR

What is one thing you want to try??

# SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



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

[www.blogsomemoore.com](http://www.blogsomemoore.com)

