SHELLEY MOORE

@tweetsomemoore

@fivemooreminutes

@fivemooreminutes

www.fivemooreminutes.com

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.

5 Minutes

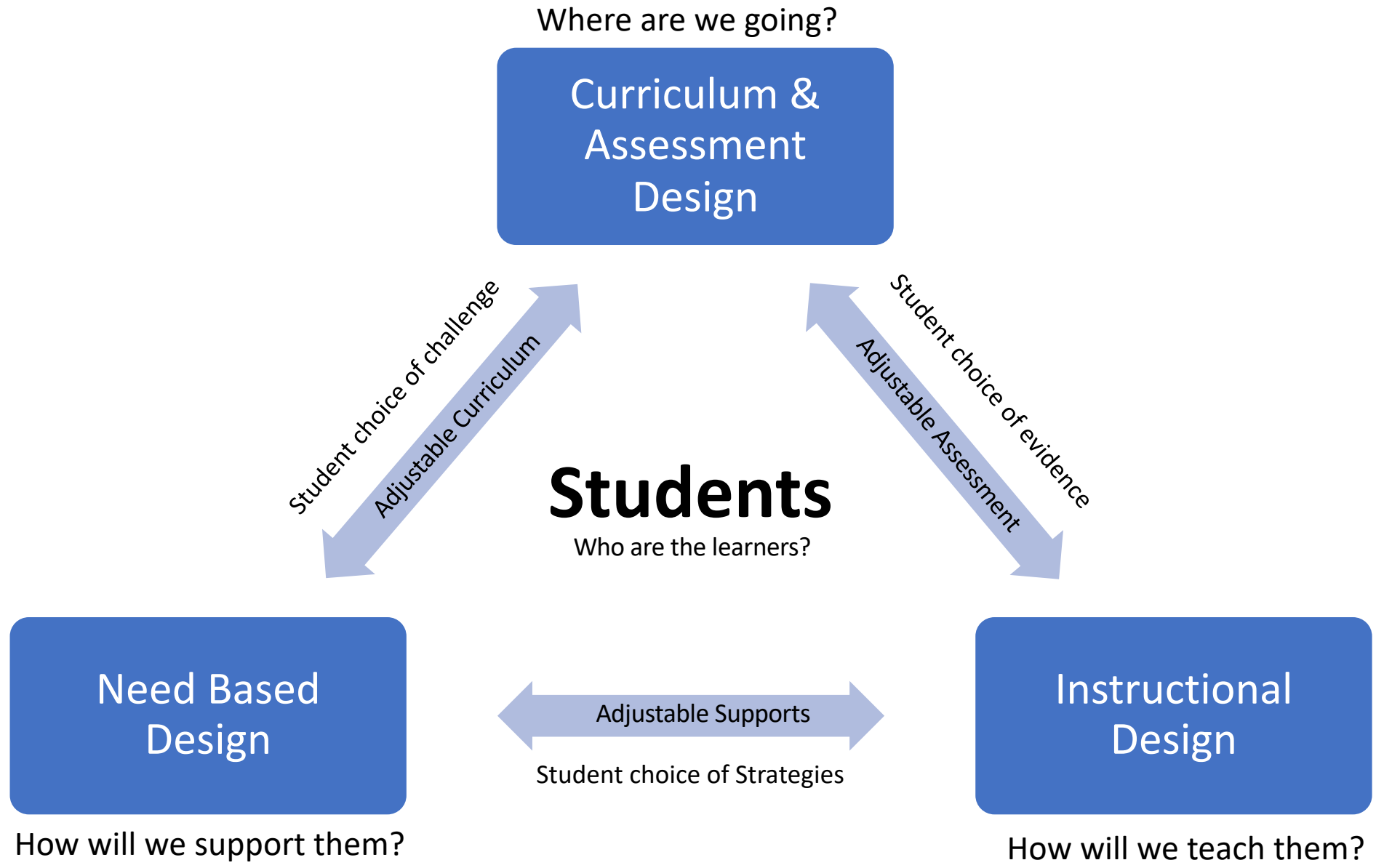
What did you try (or want to try) based on our learning together so far?

What are you noticing and/or learning?

What questions are coming up for you!

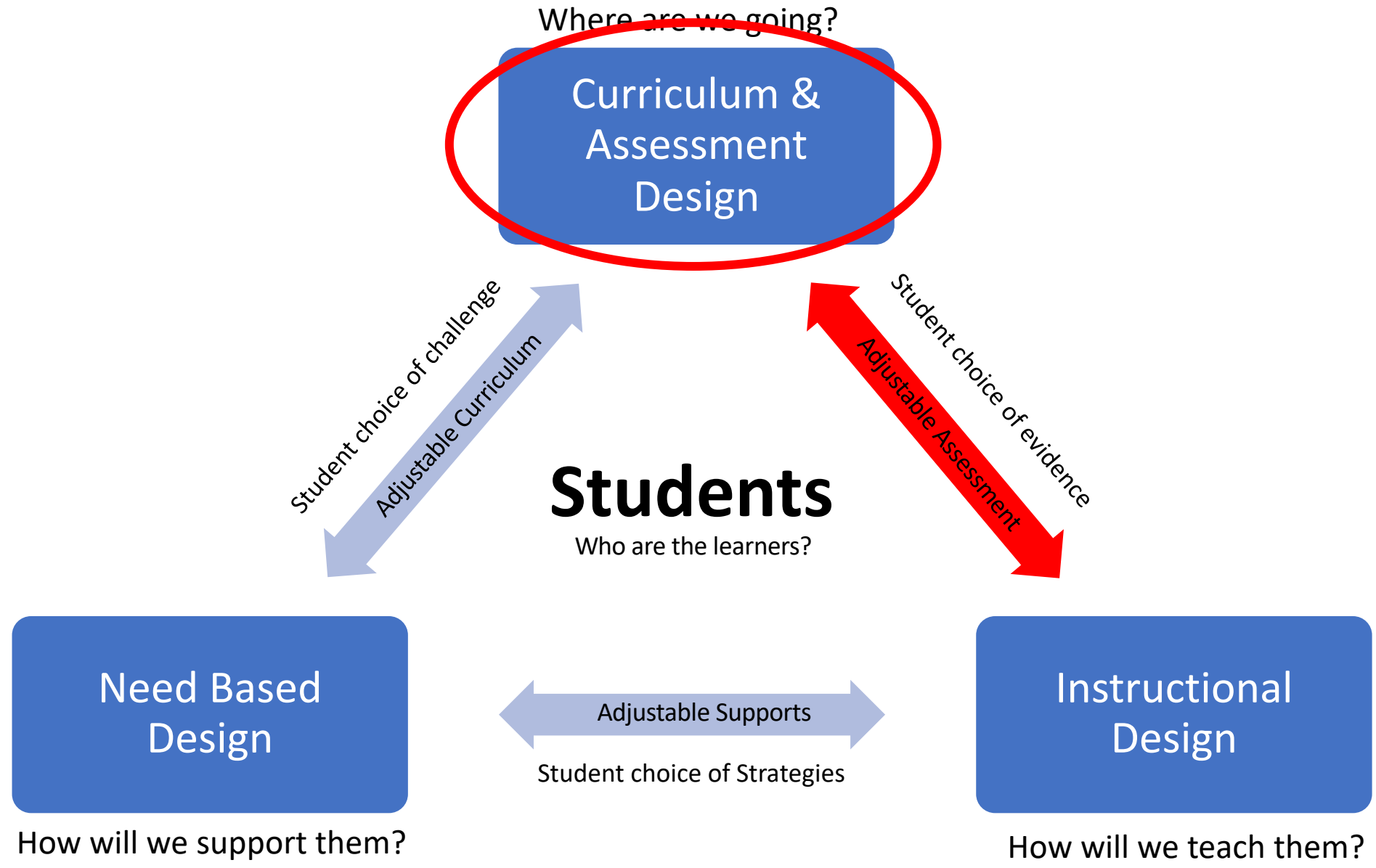
How do we change the system?
Design with Equity in Mind

Shelley Moore, 2019



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

Shelley Moore, 2019



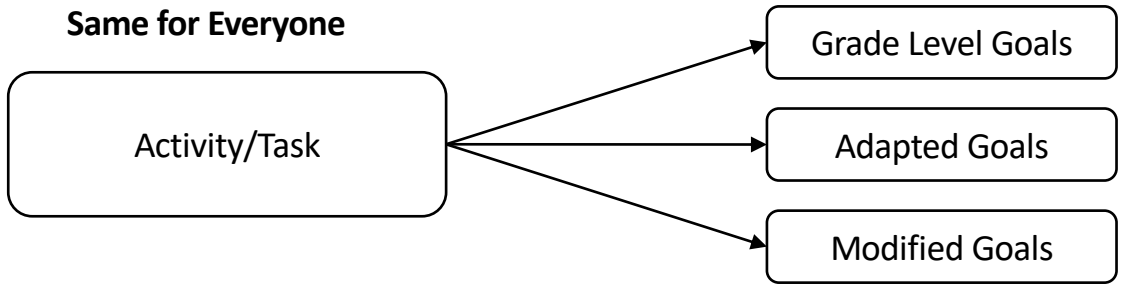
BACKWARDS DESIGN

Forward Design

Standardized Evaluation

Differentiated

Same for Everyone

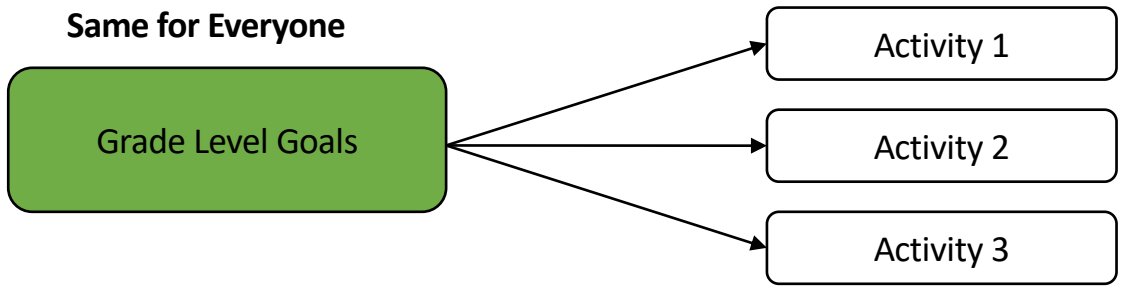


Compromises the integrity of evaluation

Backward Design

Differentiated

Same for Everyone



Does not compromise the integrity evaluation

Standards Based Evaluation

McTigue, 2010

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?

We are

Shelley Moore, 2107

Grade:	Subject Area:	Strand:	Planning Team:
Big Idea(s): What do I need to Understand? Overall Expectation:			Unit Guiding Question(s):
Key Vocabulary:			
Specific Expectations	Curricular Language What do I need to know and do?		Student Friendly Language
(required, assessed & evaluated)			
(required, assessed & evaluated)			
(required, assessed & evaluated)			
Strand A: (responsive & assessed)			
Transferable skills (responsive & assessed)			

Grade: 5	Subject Area: Math	Strand: Number	Planning Team:
Big Idea(s): What do I need to Understand? **B1:** demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life			**Unit Guiding Question(s):** **What are numbers? How are they useful in our lives? How can they help us better understand the world?**
Key Vocabulary: tools, strategies, 100 000, compare, order, motivated, persevere, communicate, number			
Specific Expectations	**Curricular Language** **What do I need to know and do?**		**Student Friendly Language**
B1.1 **(required, assessed & evaluated)**	read, represent, compose, and decompose whole numbers up to and including 100 000, using appropriate tools and strategies, and describe various ways they are used in everyday life		**I know numbers up to 100 000** **I know where to find numbers up to 100 000 in my life** **I know tools and strategies to help me read, show, build and break apart numbers up to 100 000** **I can use tools and strategies to help me read, show, build and break apart numbers up to 100 000**
B1.2 **(required, assessed & evaluated)**	compare and order whole numbers up to and including 100 000, in various contexts		**I can compare numbers up to 100 000** **I can order numbers up to 100 000**
Strand A: SEL **(responsive & assessed)**	Throughout this grade, in order to promote a positive identity as a math learner, to foster well-being and the ability to learn, build resilience, and thrive, students will: • identify and manage emotions • recognize sources of stress and cope with challenges • maintain positive motivation and perseverance • build relationships and communicate effectively • develop self-awareness and sense of identity • think critically and creatively		**We can be motivated to learn and understand** **We can persevere when learning gets hard**
Transferable skills **(responsive & assessed)**	• Critical Thinking & Problem Solving • Communication		**We are communicators**

Grade: 5	Subject Area: Math	Strand: Number	Planning Team:
Big Idea(s): What do I need to Understand? **B1:** demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life		**Unit Guiding Question(s):** **What are numbers? How are they useful in our lives? How can they help us better understand the world?**	
Key Vocabulary: tools, strategies, 100 000, compare, order, motivated, persevere, communicate, number			

Specific Expectations	Curricular Language What do I need to know and do?	Student Friendly Language	Possible Resources and Activities
B1.1 **(required, assessed & evaluated)**	read, represent, compose, and decompose whole numbers up to and including 100 000, using appropriate tools and strategies, and describe various ways they are used in everyday life	• **I know numbers up to 100 000** • **I know where to find numbers up to 100 000 in my life** • **I know tools and strategies to help me read, show, build and break apart numbers up to 100 000** • **I can use tools and strategies to help me read, show, build and break apart numbers up to 100 000**	
B1.2 **(required, assessed & evaluated)**	compare and order whole numbers up to and including 100 000, in various contexts	• **I can compare numbers up to 100 000** • **I can order numbers up to 100 000**	
Strand A: SEL **(responsive & assessed)**	• maintain positive motivation and perseverance	• **We can be motivated to learn and understand** • **We can persevere when learning gets hard**	
Transferable skills **(responsive & assessed)**	• Communication	• **We are communicators**	

Backward Design

Adapted from McTigue, 2010

Differentiated Activities: Opportunities to create evidence
(Formative & Summative; Formal & Informal)

Everyone

Goals

- **I know numbers up to 100 000**
- **I know where to find numbers up to 100 000 in my life**
- **I know tools and strategies to help me read, show, build and break apart numbers up to 100 000**
- **I can use tools and strategies to help me read, show, build and break apart numbers up to 100 000**

- **I can compare numbers up to 100 000**
- **I can order numbers up to 100 000**

Activity (product) — Quiz, tests, summative project(s)

Activity (conversation) — Real life collaborative hands-on problem, conferencing

Activity (observation) — Visual performance task, lesson activities

- **Student choose their BEST evidence to justify learning o of the goals**

One point rubric

Name:	Date:

Unit Guiding questions:
What are numbers? How are they useful in our lives? How can they help us better understand the world?

I still need support	I can do this!	I need some challenge
	• I know numbers up to 100 000 • I know where to find numbers up to 100 000 in my life • I know tools and strategies to help me read, show, build and break apart numbers up to 100 000 • I can use tools and strategies to help me read, show, build and break apart numbers up to 100 000	
	• I can compare numbers up to 100 000 • I can order numbers up to 100 000	
	• We can be motivated to learn and understand • We can persevere when learning gets hard	
	• We are communicators	

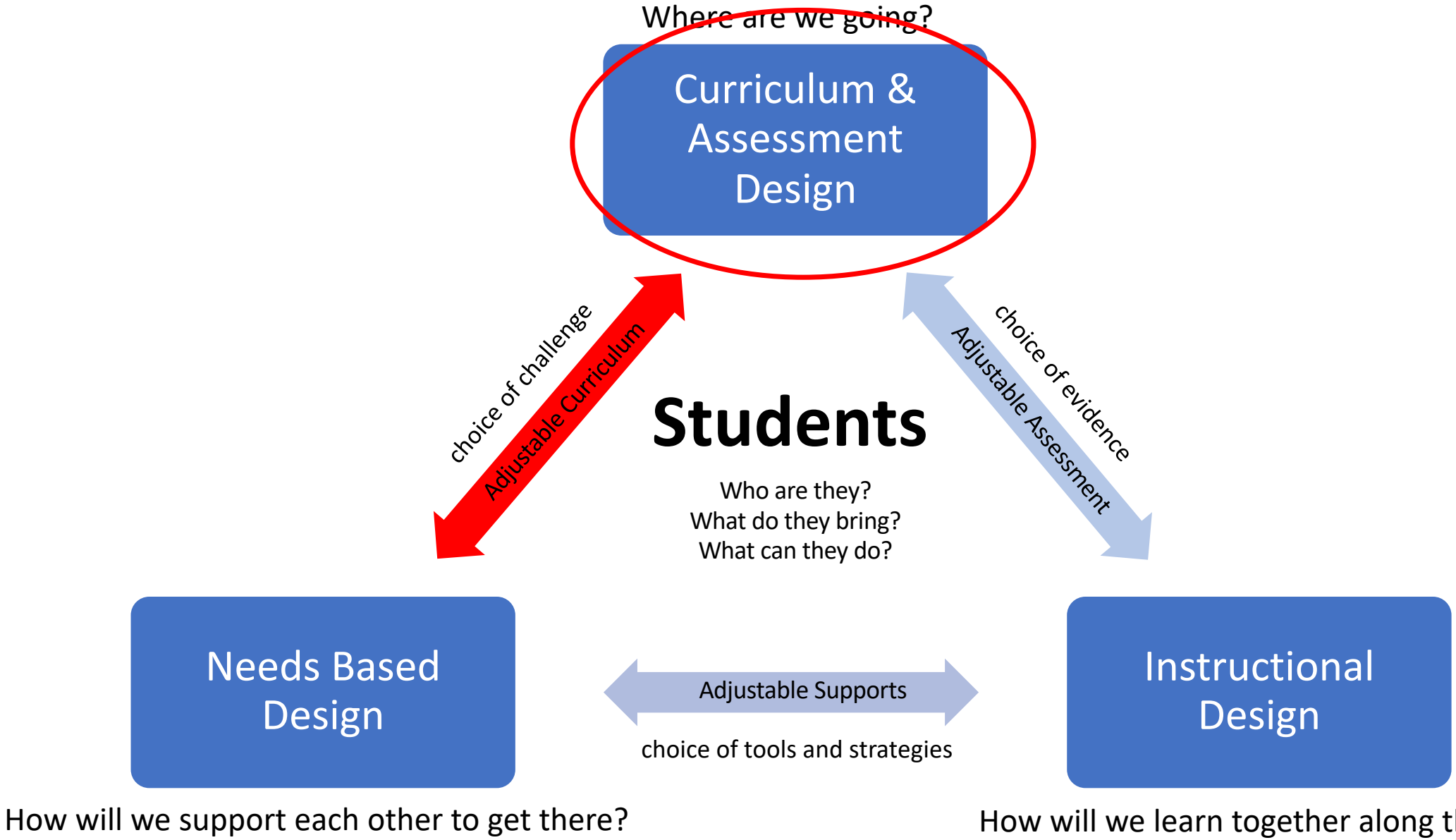
Name:	Math 5	Date:	Topic: Number

What are numbers? How are they useful in our lives? How can they help us better understand the world?

Goals	My evidence of learning	How I am showing my learning			I Need Support	I Need Challenge
	The BEST examples of activities that show my learning	concrete	pictorial	abstract		
• I know numbers up to 100 000 • I know where to find numbers up to 100 000 in my life • I know tools and strategies to help me read, show, build and break apart numbers up to 100 000 • I can use tools and strategies to help me read, show, build and break apart numbers up to 100 000						
• I can compare numbers up to 100 000 • I can order numbers up to 100 000						
• We can be motivated to learn and understand • We can persevere when learning gets hard						
• We are communicators						

Shelley Moore, 2019

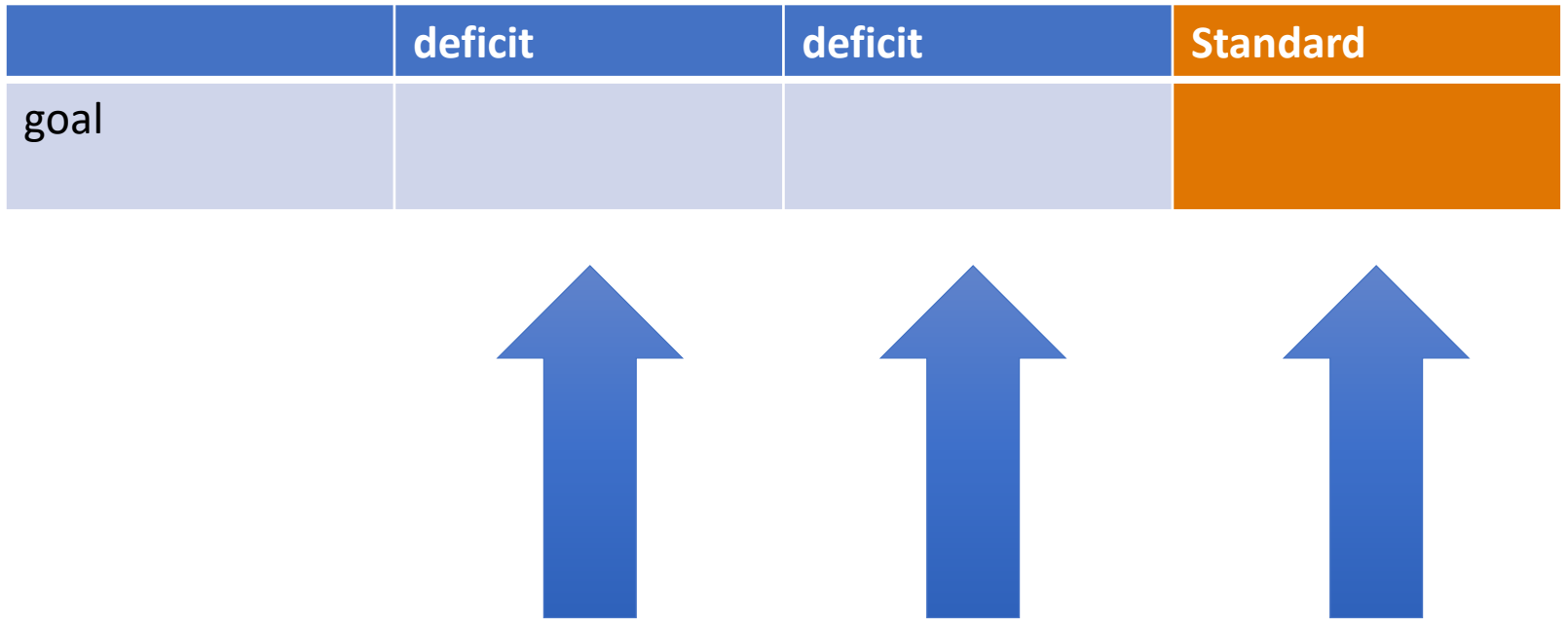
How can we change the system?
Designing with Equity in Mind



Adjustable Curriculum

- Learning maps/ learning continuum/ learner progressions
- Task neutral/ standards based
- Same entry point/ multiple exit points
- Start from access (what is essential), add on challenge
- Students can have role to choose their challenge
- Different from a rubric

Rubrics vs. Learning Progressions



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

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

Rubric: Science K

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**
• I know properties of familiar objects with support	• I am beginning to know properties of familiar objects	• I am sometimes know properties of familiar objects	• I consistently know properties of familiar objects	• I always know properties of familiar objects

Rubric: Science K

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**
• I know properties of familiar objects with support	• I am beginning to know properties of familiar objects	• I sometimes know properties of familiar objects	• I consistently know properties of familiar objects	• I always know properties of familiar objects

- The problem is frequency is not complexity & it is deficit based

- It doesn't matter is a student uses "support" or not if the tool or action increases independence (support is not a person)

- If they need a person to meet a goal, the goal is not accessible enough

One point rubric

	Standard
goal	

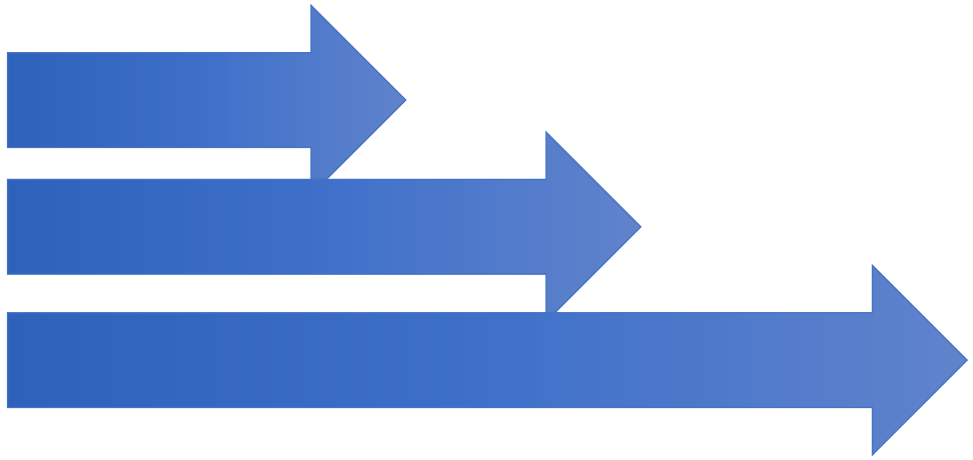
One Point Rubric: Science K

Our Unit Questions • How do I **interact** with different **materials** and **objects**? • How can I **describe** different materials and objects?		
I need support	**My goals for this unit**	**I need challenge**
	• I know how to interact with objects and materials by using my senses • I know different ways that objects move • I know different ways that First Peoples **use** objects and materials • I can share what happened by using my senses	

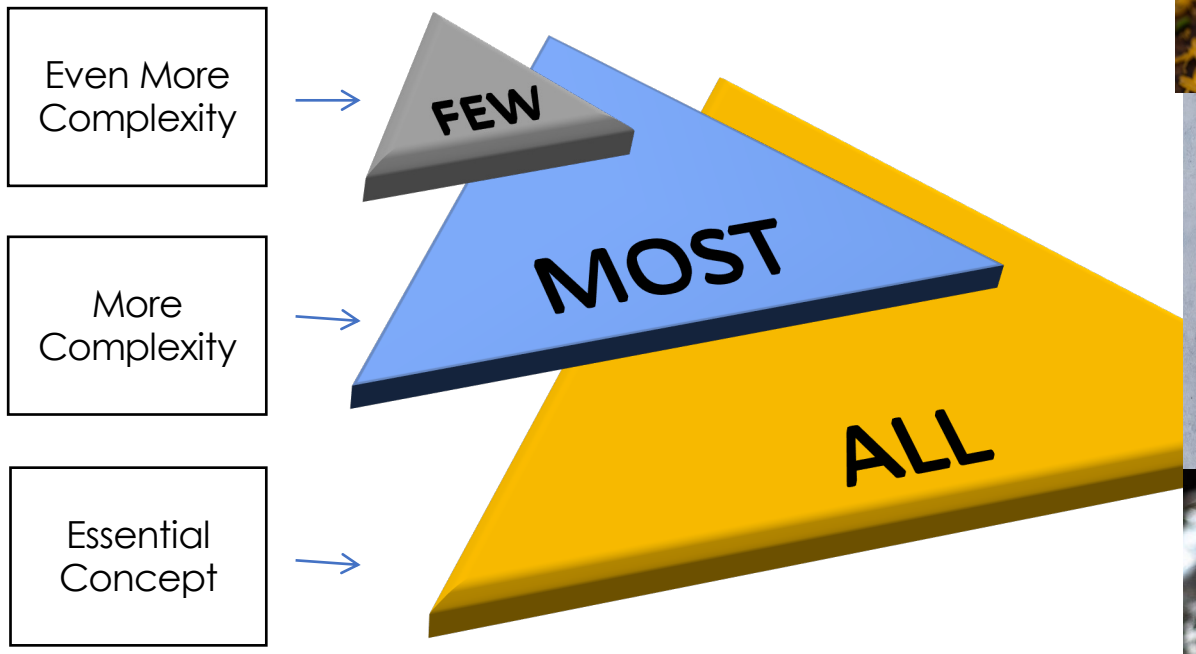
Hard for summative assessment - does not communicate the various complexities of how to meet each goal

Reductive vs vs. Additive

	Essential	More complex	More complex
Learning Outcome			



The Planning Pyramid: Differentiated Curriculum



Start from access, build on challenge

Adding Complexity: Science

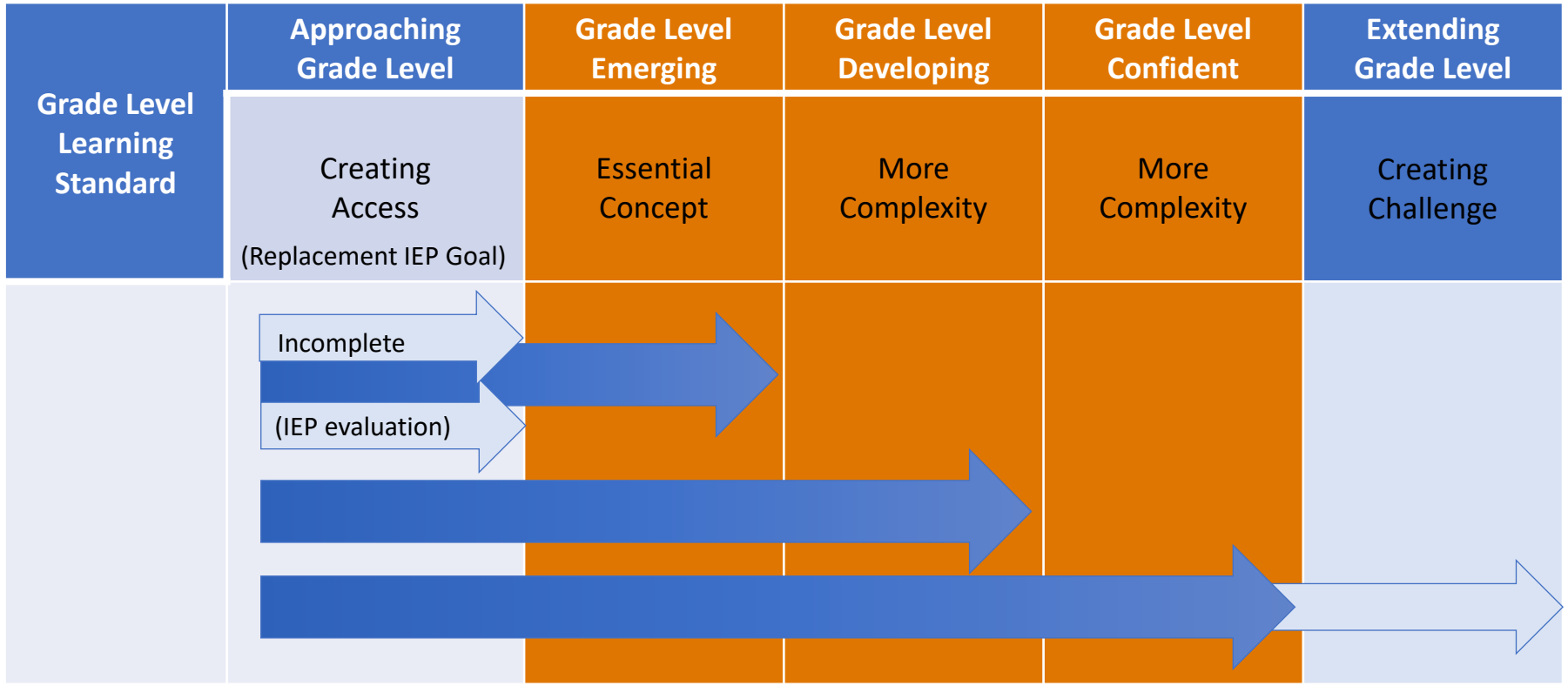
Content Goal: properties of familiar materials			
Student friendly: I know how to interact with objects and materials by using my senses by:			
1	**2**	**3**	**4**
→			
• I have an emerging understanding of the learning outcome	• I have a developing understanding of the learning outcome	• I have a proficient understanding of the learning outcome	• I have a sophisticated understanding of the learning outcome

Increasing Complexity: Science

Content Goal: properties of familiar materials			
Student friendly: I know how to interact with objects and materials by using my senses by:			
1	**2**	**3**	**4**
→			
• I have an emerging understanding of the learning outcome	• I have a developing understanding of the learning outcome	• I have a proficient understanding of the learning outcome	• I have a sophisticated understanding of the learning outcome

- **Subjective and lacks clarity**
- **No access point**
- **In a learning continuum, all columns are different levels of proficiency**

An Additive Continuum of Proficiency



Additive Learning Continuum: Science

Content Goal: properties of familiar materials				
Student friendly: I know how to interact with objects and materials by using my senses by:				
Approaching (IEA/IEP)	**Emerging (3)**	**Developing (4)**	**Confident (5)**	**Extending (6)**
• Showing (or matching) that I know what rocks, fabric, soil, wood, sand, plastic, paper, sponges, metal are	• Using colour & texture to describe objects and materials • Describing roots, bark, trunk and needs of a cedar) • Describing fabric and soil	• 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

Additive Learning Continuum: Science

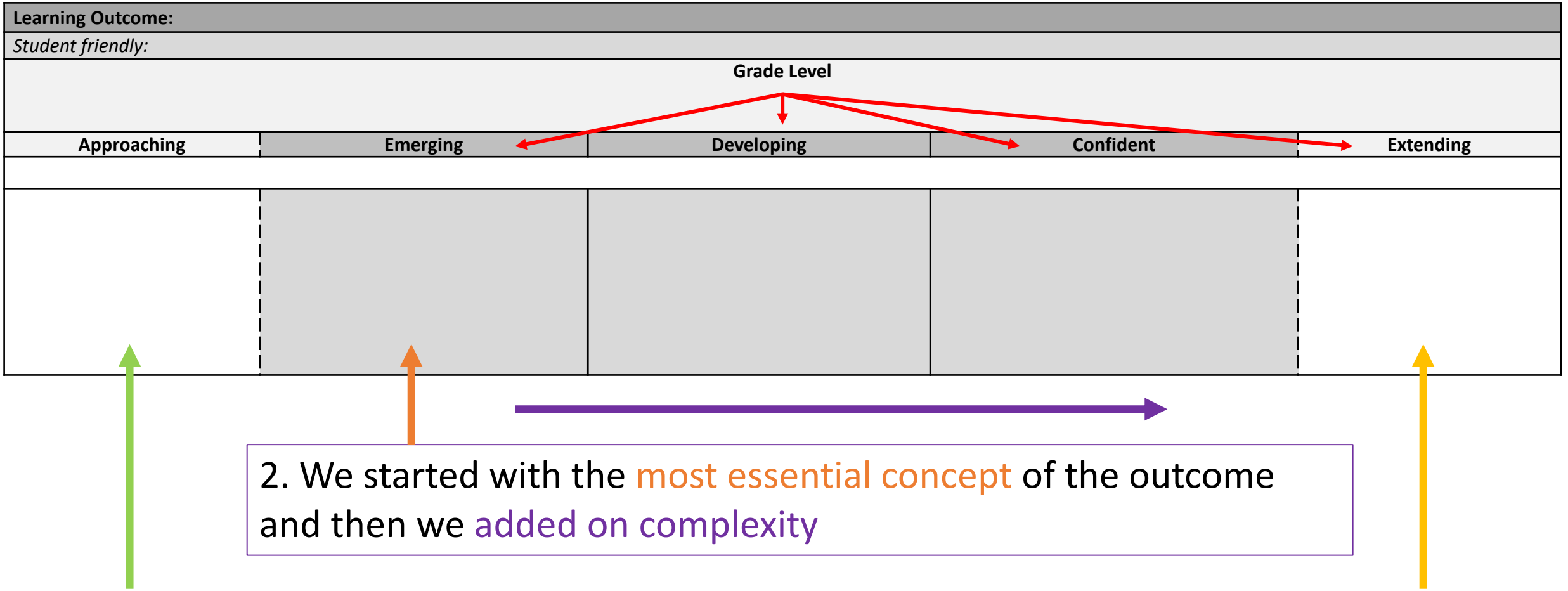
Content Goal: properties of familiar materials				
Student friendly: I know how to interact with objects and materials by using my senses by:				
Approaching (IEA/IEP)	**Emerging (2)**	**Developing (3)**	**Confident (3.5)**	**Extending (4)**
• Showing (or matching) that I know what rocks, fabric, soil, wood, sand, plastic, paper, sponges, metal are	• Using colour & texture to describe objects and materials • Describing roots, bark, trunk and needs of a cedar) • Describing fabric and soil	• 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

Additive Learning Continuum: Science

Content Goal: properties of familiar materials				
Student friendly: I know how to interact with objects and materials by using my senses by:				
Approaching (IEA/IEP)	**Emerging (2.5)**	**Developing (3)**	**Confident (4)**	**Extending (5)**
• Showing (or matching) that I know what rocks, fabric, soil, wood, sand, plastic, paper, sponges, metal are	• Using colour & texture to describe objects and materials • Describing roots, bark, trunk and needs of a cedar) • Describing fabric and soil	• 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

Our Co-Planning Journey: Learning Continuums

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



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

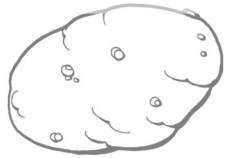
The Baked Potato Planning Strategy:

Goal:

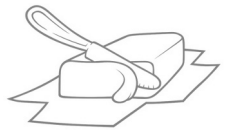
Elaborations/ Achievement Indicators

Goal for ALL (Essential)

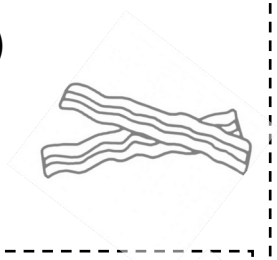
Access



Goal for MOST (add complexity)

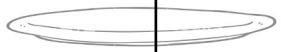
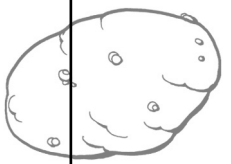
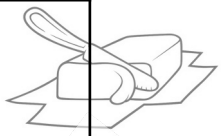
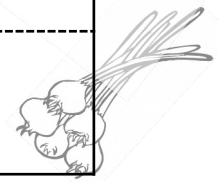


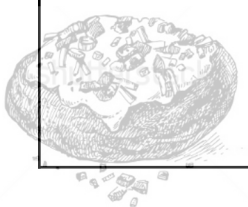
Goal for FEW (add complexity)



Challenge

The Baked Potato Planning Strategy: Creating a Scaffolded Continuum

Subject & Grade:	**Planning Team:**
Grade Level Learning Standard:	
Key Concepts	**Creating a Scaffolded Learning Continuum**
	Access Point (the plate) 
	The most important information to know and/or do (the potato) 
	Add on complexity (the butter and sour cream) 
	Add on complexity (the bacon bits) 
	Challenge (the onions) 



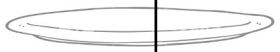
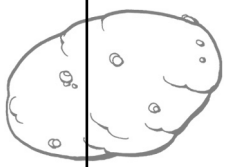
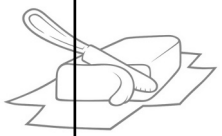
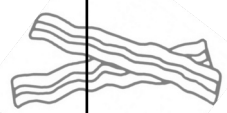
Grade: 5	Subject Area: Math	Strand: Number	Planning Team:
Big Idea(s): What do I need to Understand? **B1:** demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life			**Unit Guiding Question(s):** **What are numbers? How are they useful in our lives? How can they help us better understand the world?**
Key Vocabulary: tools, strategies, 100 000, compare, order, motivated, persevere, communicate, number			
Specific Expectations	**Curricular Language** **What do I need to know and do?**		**Student Friendly Language**
B1.1 **(required, assessed & evaluated)**	read, represent, compose, and decompose whole numbers up to and including 100 000, using appropriate tools and strategies, and describe various ways they are used in everyday life		**I know numbers up to 100 000** **I know where to find numbers up to 100 000 in my life** **I know tools and strategies to help me read, show, build and break apart numbers up to 100 000** **I can use tools and strategies to help me read, show, build and break apart numbers up to 100 000**
B1.2 **(required, assessed & evaluated)**	compare and order whole numbers up to and including 100 000, in various contexts		**I can compare numbers up to 100 000** **I can order numbers up to 100 000**
Strand A: SEL **(responsive & assessed)**	Throughout this grade, in order to promote a positive identity as a math learner, to foster well-being and the ability to learn, build resilience, and thrive, students will: • identify and manage emotions • recognize sources of stress and cope with challenges • maintain positive motivation and perseverance • build relationships and communicate effectively • develop self-awareness and sense of identity • think critically and creatively		**We can be motivated to learn and understand** **We can persevere when learning gets hard**
Transferable skills **(responsive & assessed)**	• Critical Thinking & Problem Solving • Communication		**We are communicators**

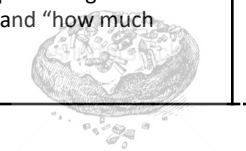
Grade: 5	Subject Area: Math	Strand: Number	Planning Team:
Big Idea(s): What do I need to Understand? **B1:** demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life			**Unit Guiding Question(s):** **What are numbers? How are they useful in our lives? How can they help us better understand the world?**
Key Vocabulary: tools, strategies, 100 000, compare, order, motivated, persevere, communicate, number			
Specific Expectations	**Curricular Language** **What do I need to know and do?**		**Student Friendly Language**
B1.1 **(required, assessed & evaluated)**	read, represent, compose, and decompose whole numbers up to and including 100 000, using appropriate tools and strategies, and describe various ways they are used in everyday life		**I know numbers up to 100 000** **I know where to find numbers up to 100 000 in my life** **I know tools and strategies to help me read, show, build and break apart numbers up to 100 000** **I can use tools and strategies to help me read, show, build and break apart numbers up to 100 000**
B1.2 **(required, assessed & evaluated)**	compare and order whole numbers up to and including 100 000, in various contexts		**I can compare numbers up to 100 000** **I can order numbers up to 100 000**
Strand A: SEL **(responsive & assessed)**	Throughout this grade, in order to promote a positive identity as a math learner, to foster well-being and the ability to learn, build resilience, and thrive, students will: • identify and manage emotions • recognize sources of stress and cope with challenges • maintain positive motivation and perseverance • build relationships and communicate effectively • develop self-awareness and sense of identity • think critically and creatively		**We can be motivated to learn and understand** **We can persevere when learning gets hard**
Transferable skills **(responsive & assessed)**	• Critical Thinking & Problem Solving • Communication		**We are communicators**

The Baked Potato Planning Strategy: Creating a Scaffolded Continuum

Subject & Grade: Math 5 (Ontario)	**Planning Team:**

Grade Level Learning Standard: B1.1
read, represent, compose, and decompose whole numbers up to and including 100 000, using appropriate tools and strategies, and describe various ways they are used in everyday life

Key Concepts	**Creating a Scaffolded Learning Continuum**
Reading numbers involves interpreting them as a quantity when they are expressed in words, in standard notation, in expanded notation, or on a number line. The numerals 0 to 9 are used to form numbers. They are referred to as the digits in a number, and each digit corresponds to a place value. For example, with the number 45 107, the digit 4 represents 4 ten thousands, the digit 5 represents 5 thousands, the digit 1 represents 1 hundred, the digit 0 represents 0 tens, and the digit 7 represents 7 ones. There are patterns to the way numbers are formed. Each place value period repeats the 0 to 9 counting sequence. Any quantity, no matter how great, can be described in terms of its place value. A number can be represented in expanded form as 34 187 = 30 000 + 4000 + 100 + 80 + 7, or as 3 × 10 000 + 4 × 1000 + 1 × 100 + 3 × 10 + 7, to show place value relationships. Numbers can be composed and decomposed in various ways, including by place value. Numbers are composed when two or more numbers are combined to create a larger number. For example, the numbers 100 and 2 can be composed to make the sum 102 or the product 200. Numbers can be decomposed as a sum of numbers. For example, 53 125 can be decomposed into 50 000 and 3000 and 100 and 25. Numbers can be decomposed into their factors. For example, 81 can be decomposed into the factors 1, 3, 9, 27, and 81. Numbers are used throughout the day, in various ways and contexts. Most often numbers describe and compare quantities. They express magnitude and provide a way to answer questions such as “how much?” and “how much more?”.	**Access Point (the plate)**  **The most important information to know and/or do (the potato)**  **Add on complexity (the butter and sour cream)**  **Add on complexity (the bacon bits)**  **Challenge (the onions)** 

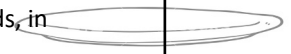
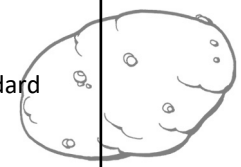
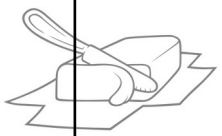
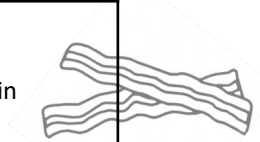
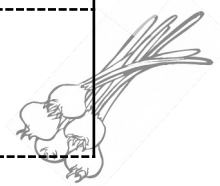
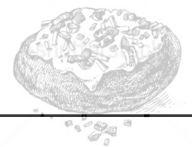


The Baked Potato Planning Strategy: Creating a Scaffolded Continuum

Subject & Grade: Math 5 (Ontario)	**Planning Team:**

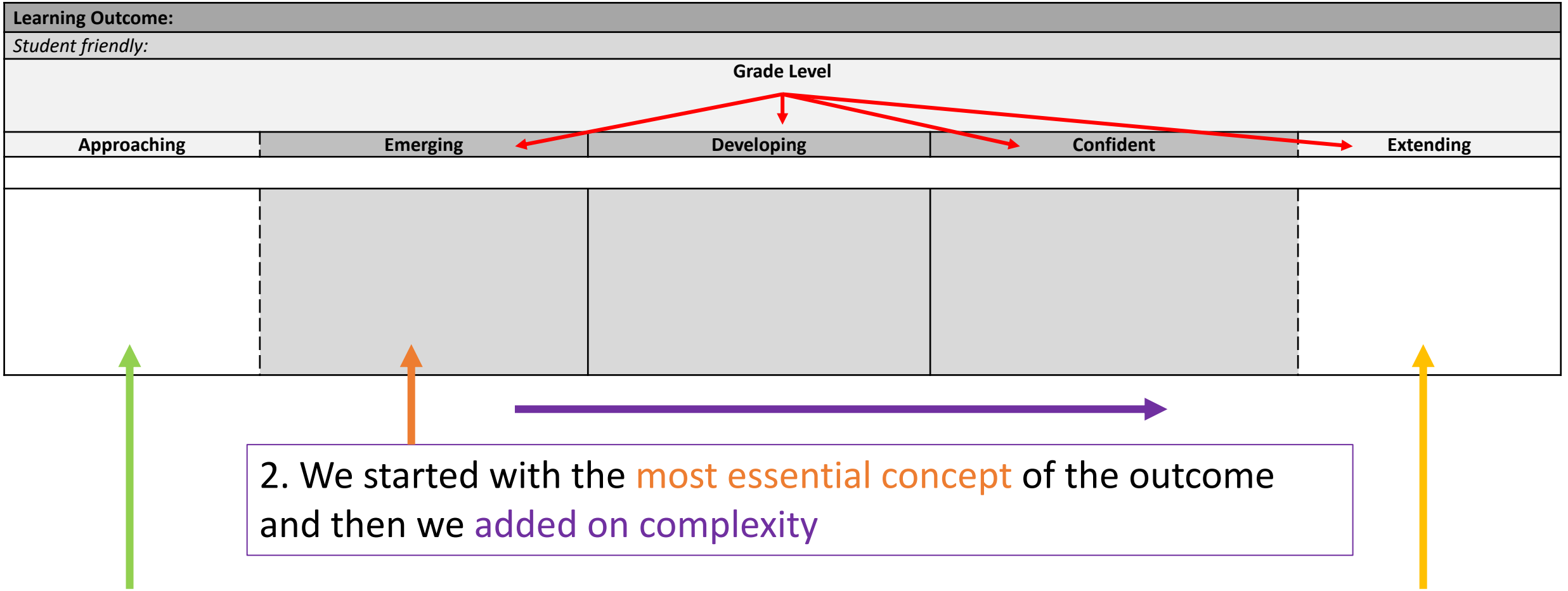
Grade Level Learning Standard: B1.1
read, represent, compose, and decompose whole numbers up to and including 100 000, using appropriate tools and strategies, and describe various ways they are used in everyday life

Key Concepts	**Creating a Scaffolded Learning Continuum**
Reading numbers involves interpreting them as a quantity when they are expressed in words, in standard notation, in expanded notation, or on a number line. The numerals 0 to 9 are used to form numbers. They are referred to as the digits in a number, and each digit corresponds to a place value. For example, with the number 45 107, the digit 4 represents 4 ten thousands, the digit 5 represents 5 thousands, the digit 1 represents 1 hundred, the digit 0 represents 0 tens, and the digit 7 represents 7 ones. There are patterns to the way numbers are formed. Each place value period repeats the 0 to 9 counting sequence. Any quantity, no matter how great, can be described in terms of its place value. A number can be represented in expanded form as 34 187 = 30 000 + 4000 + 100 + 80 + 7, or as 3 × 10 000 + 4 × 1000 + 1 × 100 + 3 × 10 + 7, to show place value relationships. Numbers can be composed and decomposed in various ways, including by place value. Numbers are composed when two or more numbers are combined to create a larger number. For example, the numbers 100 and 2 can be composed to make the sum 102 or the product 200. Numbers can be decomposed as a sum of numbers. For example, 53 125 can be decomposed into 50 000 and 3000 and 100 and 25. Numbers can be decomposed into their factors. For example, 81 can be decomposed into the factors 1, 3, 9, 27, and 81. Numbers are used throughout the day, in various ways and contexts. Most often numbers describe and compare quantities. They express magnitude and provide a way to answer questions such as "how much?" and "how much more?".	**Access Point (the plate)** I know numbers 0-9 I know that numbers represent a quantity (How many?) I can show numbers in different ways up to 10/100/1000 I can follow a model to put together (compose) and break apart (decompose) a number based on its place value (in words, in standard notation, in expanded notation, or on a number line) **The most important information to know and/or do (the potato)** I know that number can be read in different ways I know that numbers are made up of digits 0-9 I know that the place of a digit in a number, tells us its value I can share what the place value of a digit is I can use one strategy to put together (compose) and break apart (decompose) a number based on its place (in words, in standard notation, in expanded notation, or on a number line) I know examples of numbers up to 100 000 being used in my life and community **Add on complexity (the butter and sour cream)** I can use more than one strategy to put together (compose) and break apart (decompose) a number based on its place value (in words, in standard notation, in expanded notation, or on a number line) I know what the digit zero means in place value of numbers I can use factors to decompose a number I can find examples of numbers up to 100 000 being used in my life and community **Add on complexity (the bacon bits)** I can read a number in any way I can use any strategy to put together (compose) and break apart (decompose) a number based on its place value (in words, in standard notation, in expanded notation, or on a number line) I know what magnitude is I know and can show that there are patterns in numbers and place value (10 multiplicative patterns when moving right to left) **Challenge (the onions)** • I know how quantity and magnitude are related • I can use place value to read big numbers more than 100 000 • I can compose and decompose big numbers

Our Co-Planning Journey: Learning Continuums

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



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

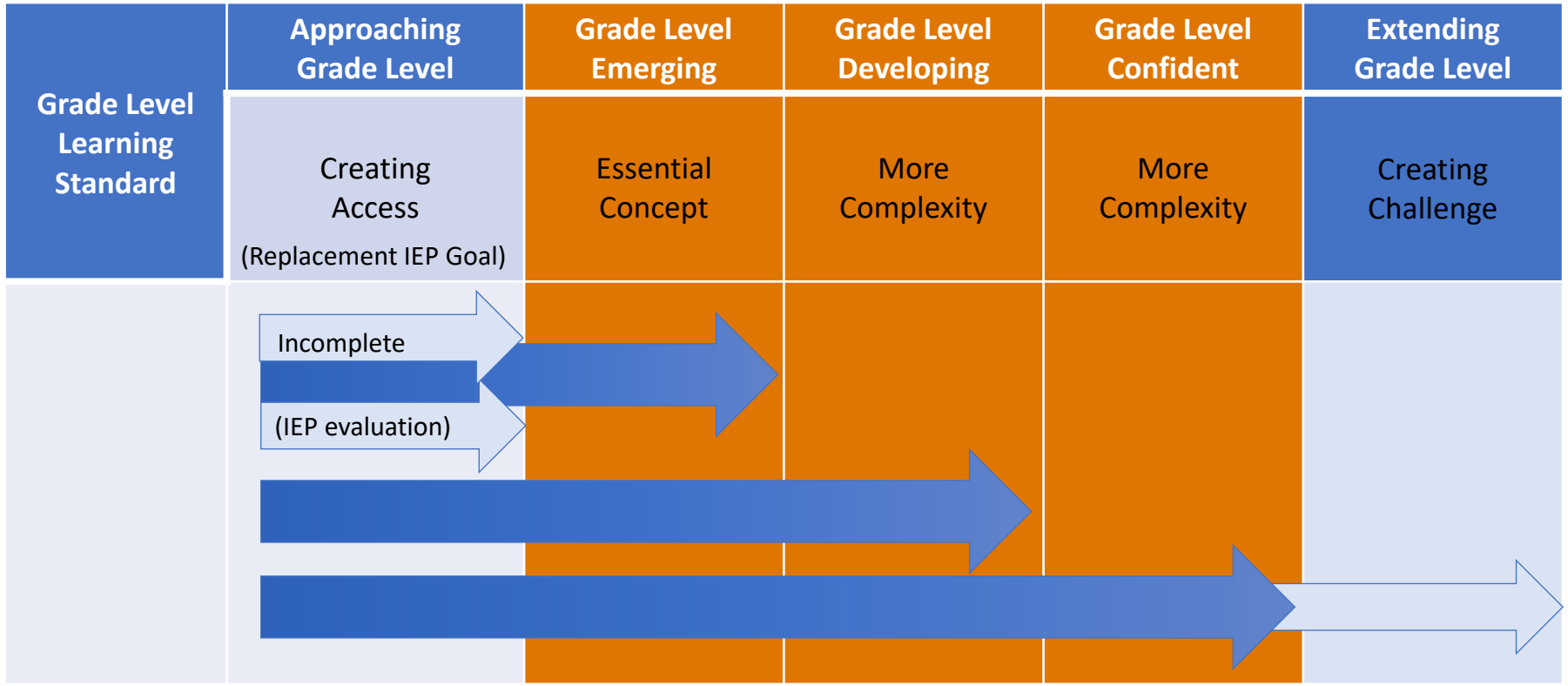
Learning Continuum: Learning Standards

Learning Standard: B1.1 - read, represent, compose, and decompose whole numbers up to and including 100 000, using appropriate tools and strategies, and describe various ways they are used in everyday life

Student friendly: **I know numbers up to 100 000; I know where to find numbers up to 100 000 in my life; I know tools and strategies to help me read, show, build and break apart numbers up to 100 000; I can use tools and strategies to help me read, show, build and break apart numbers up to 100 000**

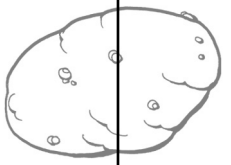
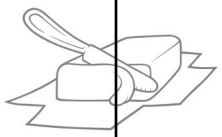
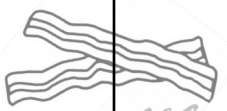
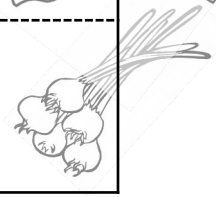
Approaching (IEA/IEP)	Emerging (3)	Developing (4)	Confident (5)	Extending (6)
• I know **numbers 0-9** • I know that numbers represent a **quantity** (How many?) • I can show numbers in different ways up to **10/100/1000** • I can follow a model to put together (**compose**) and break apart (**decompose**) a **number** based on its **place value** (in **words**, in **standard notation**, in **expanded notation**, or on a **number line**)	• I know examples of numbers up to **100 000** being used in my life and community • I know that **numbers** can be read in different ways • I know that **numbers** are made up of **digits 0-9** • I know that the **place** of a **digit** in a **number**, tells us its **value** • I can share what the **place value** of a **digit** is • I can use one **strategy** to put together (**compose**) and break apart (**decompose**) a **number** based on its **place** (in **words**, in **standard notation**, in **expanded notation**, or on a **number line**)	• I know what the **digit zero** means in **place value** of **numbers** • I can use more than one **strategy** to put together (**compose**) and break apart **(decompose**) a **number** based on its **place value** (in **words**, in **standard notation**, in **expanded notation**, or on a **number line**) • I can use **factors** to **decompose** a **number** • I can find examples of **numbers** up to **100 000** being used in my life and community	• I know what **magnitude** is • I know and can show that there are **patterns** in **numbers** and **place value** (10 multiplicative patterns when moving right to left) • I can read a **number** in any way • I can use any **strategy** to put together (**compose**) and break apart (**decompose**) a number based on its **place value** (in words, in **standard notation**, in **expanded notation**, or on a **number line**)	• I know how **quantity** and **magnitude** are related • I can use **place value** to read big **numbers more than 100 000** • I can **compose** and **decompose** big **numbers**

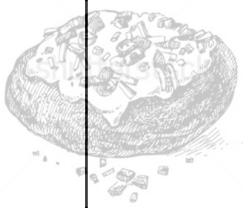
An Additive Continuum of Proficiency



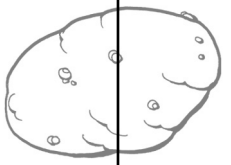
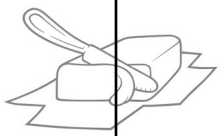
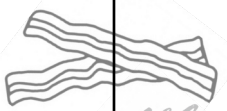
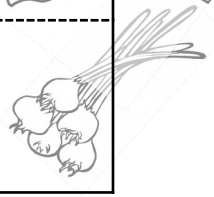
Grade: 5	Subject Area: Math	Strand: Number	Planning Team:
Big Idea(s): What do I need to Understand? **B1:** demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life			**Unit Guiding Question(s):** **What are numbers? How are they useful in our lives? How can they help us better understand the world?**
Key Vocabulary: tools, strategies, 100 000, compare, order, motivated, persevere, communicate, number			
Specific Expectations	**Curricular Language** **What do I need to know and do?**		**Student Friendly Language**
B1.1 **(required, assessed & evaluated)**	read, represent, compose, and decompose whole numbers up to and including 100 000, using appropriate tools and strategies, and describe various ways they are used in everyday life		**I know numbers up to 100 000** **I know where to find numbers up to 100 000 in my life** **I know tools and strategies to help me read, show, build and break apart numbers up to 100 000** **I can use tools and strategies to help me read, show, build and break apart numbers up to 100 000**
B1.2 **(required, assessed & evaluated)**	compare and order whole numbers up to and including 100 000, in various contexts		**I can compare numbers up to 100 000** **I can order numbers up to 100 000**
Strand A: SEL **(responsive & assessed)**	Throughout this grade, in order to promote a positive identity as a math learner, to foster well-being and the ability to learn, build resilience, and thrive, students will: • identify and manage emotions • recognize sources of stress and cope with challenges • maintain positive motivation and perseverance • build relationships and communicate effectively • develop self-awareness and sense of identity • think critically and creatively		**We can be motivated to learn and understand** **We can persevere when learning gets hard**
Transferable skills **(responsive & assessed)**	• Critical Thinking & Problem Solving • Communication		**We are communicators**

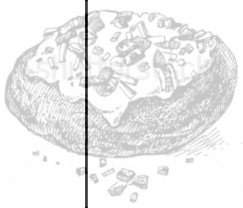
The Baked Potato Planning Strategy: Creating a Scaffolded Continuum

Subject & Grade: Math 5 – SEL (Ontario)	**Planning Team:**
Strand A 3. maintain positive motivation and perseverance	
Elaborations/ Achievement Indicators/ Background knowledge & skills/ strengths, stretches & interests of the community	**Creating a Scaffolded Learning Continuum** We can be motivated to learn and understand We can persevere when learning gets hard
3. recognize that testing out different approaches to problems and learning from mistakes is an important part of the learning process, and is aided by a sense of optimism and hope	**Access Point (the plate)**  **The most important information to know and/or do (the potato)**  **Add on complexity** (the butter and sour cream)  **Add on complexity** (the bacon bits)  **Challenge** (the onions) 



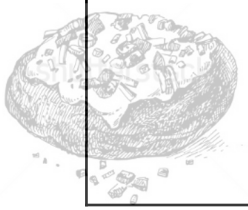
The Baked Potato Planning Strategy: Creating a Scaffolded Continuum

Subject & Grade: Math 5 – SEL (Ontario)	**Planning Team:**
Strand A 3. maintain positive motivation and perseverance	
Elaborations/ Achievement Indicators/ Background knowledge & skills/ strengths, stretches & interests of the community	**Creating a Scaffolded Learning Continuum** We can be motivated to learn and understand We can persevere when learning gets hard
3. recognize that testing out different approaches to problems and learning from mistakes is an important part of the learning process, and is aided by a sense of optimism and hope	**Access Point (the plate)**  **The most important information to know and/or do (the potato)**  **Add on complexity** (the butter and sour cream)  **Add on complexity** (the bacon bits)  **Challenge** (the onions) 

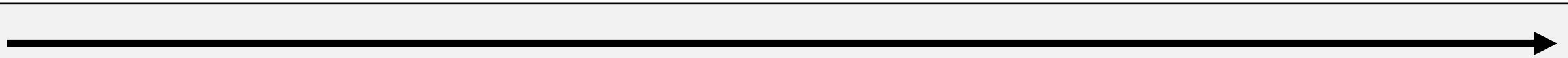


The Baked Potato Planning Strategy: Creating a Scaffolded Continuum

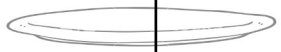
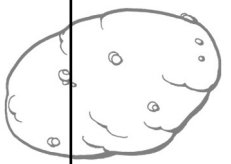
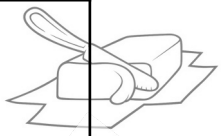
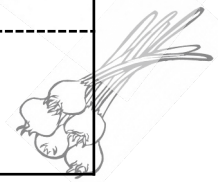
Subject & Grade: Math 5 – SEL (Ontario)	**Planning Team:**
Strand A 3. maintain positive motivation and perseverance	
Elaborations/ Achievement Indicators/ Background knowledge & skills/ strengths, stretches & interests of the community	**Creating a Scaffolded Learning Continuum** We can be motivated to learn and understand We can persevere when learning gets hard
3. recognize that testing out different approaches to problems and learning from mistakes is an important part of the learning process, and is aided by a sense of optimism and hope	**Access Point (the plate)** I know that it is okay to make **mistakes** I know that I **can learn** I know that sometimes **learning** feels hard I know that it is important to **not give up**
	The most important information to know and/or do (the potato) I know that there is more than one way to learn and **solve a problem** I know what it means to **persevere** I can **try new ways** to **solve a problem** I can **believe in myself**
	Add on complexity (the butter and sour cream) I can **learn from my mistakes** I can stay **motivated**, even when learning gets hard I can try a new **strategy** if one is not working for me
	Add on complexity (the bacon bits) I know what it means to be **optimistic** I can be **optimistic** with myself and others
	Challenge (the onions) I know what **strategies** work best for me to help me keep going when learning gets hard I can **reflect** on **what worked** and learn from my experiences to help me next time

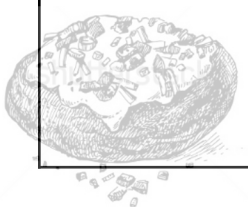


Learning Continuum: Competencies

A 3. Maintain positive motivation and perseverance				
Student friendly: **We can be motivated to learn and understand; We can persevere when learning gets hard**				
				
Approaching	**Emerging**	**Developing**	**Confident**	**Extending**
• I know that it is okay to make **mistakes** • I know that I **can learn** • I know that sometimes **learning** feels hard • I know that it is important to **not give up**	• I know that there is more than one way to learn and **solve a problem** • I know what it means to **persevere** • I can **try new ways** to **solve a problem** • I can **believe in myself**	• I can **learn from my mistakes** • I can stay **motivated**, even when learning gets hard • I can try a new **strategy** if one is not working for me	• I know what it means to be **optimistic** • I can be **optimistic** with myself and others	• I know what **strategies** work best for me to help me keep going when learning gets hard • I can **reflect** on **what worked** and what **didn't work** for me to help me next time

The Baked Potato Planning Strategy: Creating a Scaffolded Continuum

Subject & Grade:	**Planning Team:**
Grade Level Learning Standard:	
Key Concepts	**Creating a Scaffolded Learning Continuum**
	Access Point (the plate) 
	The most important information to know and/or do (the potato) 
	Add on complexity (the butter and sour cream) 
	Add on complexity (the bacon bits) 
	Challenge (the onions) 



Your Work

1. Start with a Backwards Design Plan

Grade:	Subject Area:	Planning Team:
Big Idea(s): What do I need to Understand?		Unit Guiding Question(s):
Key Vocabulary:		
	Curricular Language	Student Friendly Language
What do students need to know? Knowledge Goals		I know
What do students need to do? Skills/Process Goals		I can
What do students need to do? Skills/Process Goals		I can
What do students need to do? Skills/Process Goals		I can
Who do student need to be? Competency Goals	I can become/ I am…	

Your Work

1. Start with a Backwards Design Plan
2. Choose one learning standard to stretch

Learning Outcome:				
Student friendly:				
				
Approaching	**Emerging/ Essential**	**Developing**	**Confident**	**Extending**

Your Work

3. Determine the **Goal for ALL** (the MOST essential information to know and/or do at grade level)

- Think about background knowledge, experience, context of your learners
- In some curricular areas, elaborations can be useful (and this where community priorities can also be reflected)

Learning Outcome:				
Student friendly:				
				
Approaching	**Emerging/ Essential**	**Developing**	**Confident**	**Extending**

Your Work

4. Based on the Goal for ALL, determine the next levels of complexity of the grade level standard

Learning Outcome:				
Student friendly:				
Approaching	**Emerging/ Essential**	**Developing**	**Confident**	**Extending**

Your Work

5. Stretch the Goal for ALL to be accessible or learners who need more support (can extend beyond grade level)

Learning Outcome:				
Student friendly:				
				
Approaching	**Emerging/ Essential**	**Developing**	**Confident**	**Extending**

Your Work

6. Stretch the most complex level to be challenging for learners who need extension (can extend beyond grade level)

Learning Outcome:				
Student friendly:				
				
Approaching	**Emerging/ Essential**	**Developing**	**Confident**	**Extending**

Backwards Design Planning

1. Choose an upcoming unit
2. Highlight key vocabulary and create some unit guiding questions using the overall expectations of the strand (you can also do this with students)
3. Determine the specific outcomes that will be evaluated
4. Choose which SEL goals would be useful to target in this unit (you can also do this with students)
5. Choose with transferable skills would be useful to target in this unit (you can also do this with students)
6. Highlight key vocabulary and translate all the goals into student friendly language and pull out key vocabulary
7. Align & Design summative tasks that allow for three types of evidence to be captures (product, observation, conversation)
8. Align & Design lesson activities to goals and ensure there is multiple opportunities for students to build their three communication muscles (concrete, pictorial, abstract)

Backwards Design Big Ideas:

- Every curriculum has curricular goals
- We need to choose goals to teach for every unit
- 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)

For Next Session

1. Bring the evidence of what you tried!
2. You will be sharing what you tried with another school team
    1. What did we try?
    2. What did we notice?
    3. What is our next step?

SHELLEY MOORE

@tweetsomemoore

@fivemooreminutes

@fivemooreminutes

www.fivemooreminutes.com

www.blogsomemoore.com