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How can we inclusively plan for, teach, and assess all students in a diverse classroom?

Session 1: Determining Learning Standards using Backwards Design

Session 2: Developing asset based learning continuums

Session 3: Inclusive lesson design reflecting UDL

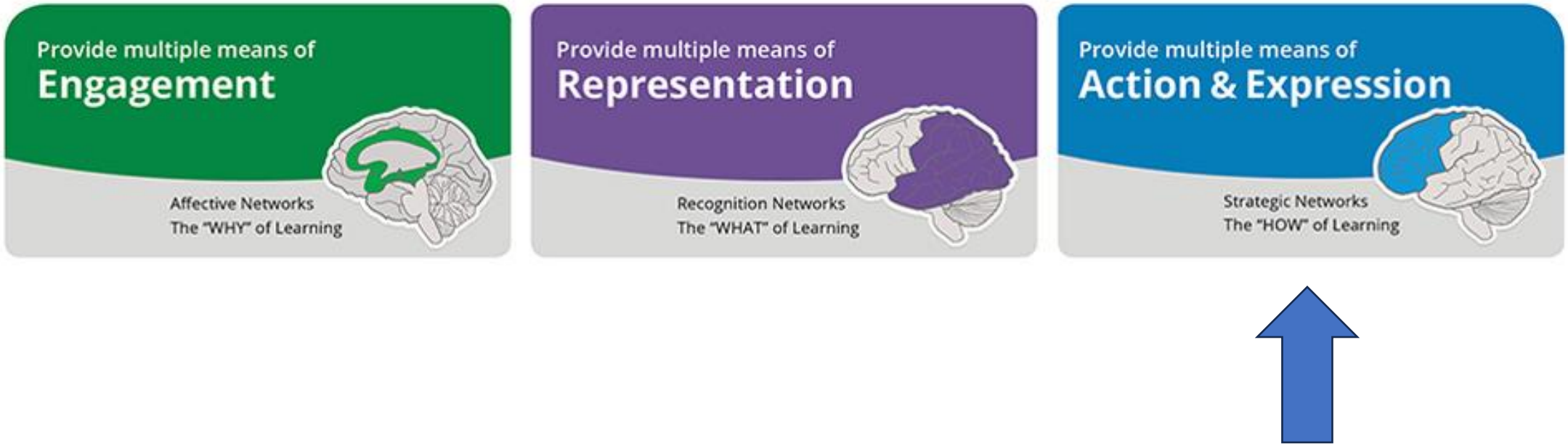
Session 4: Inclusive and standards based assessment

Thinking back

What are you trying?
What are you noticing?

Shelley MOORE PH.D.
2023

Universal Design for Learning: The Ramp for Learning

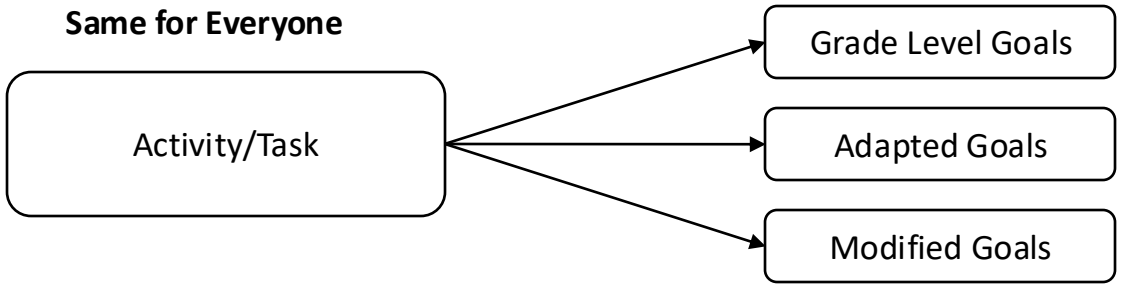


Forward Design

Standardized Evaluation

Differentiated

Same for Everyone

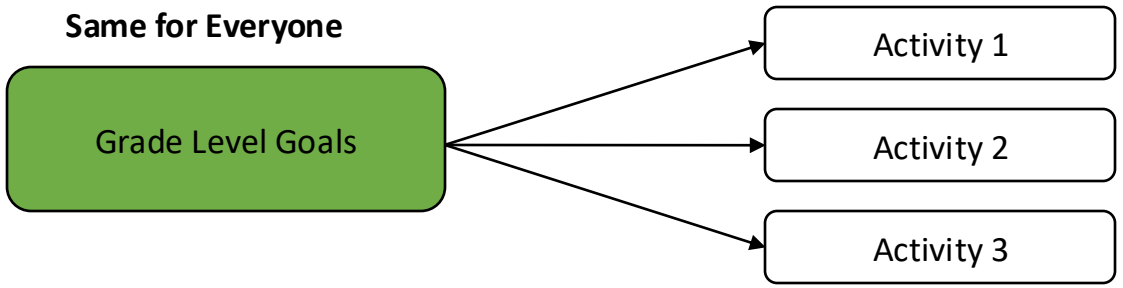


Compromises the integrity of evaluation

Backward Design

Differentiated

Same for Everyone

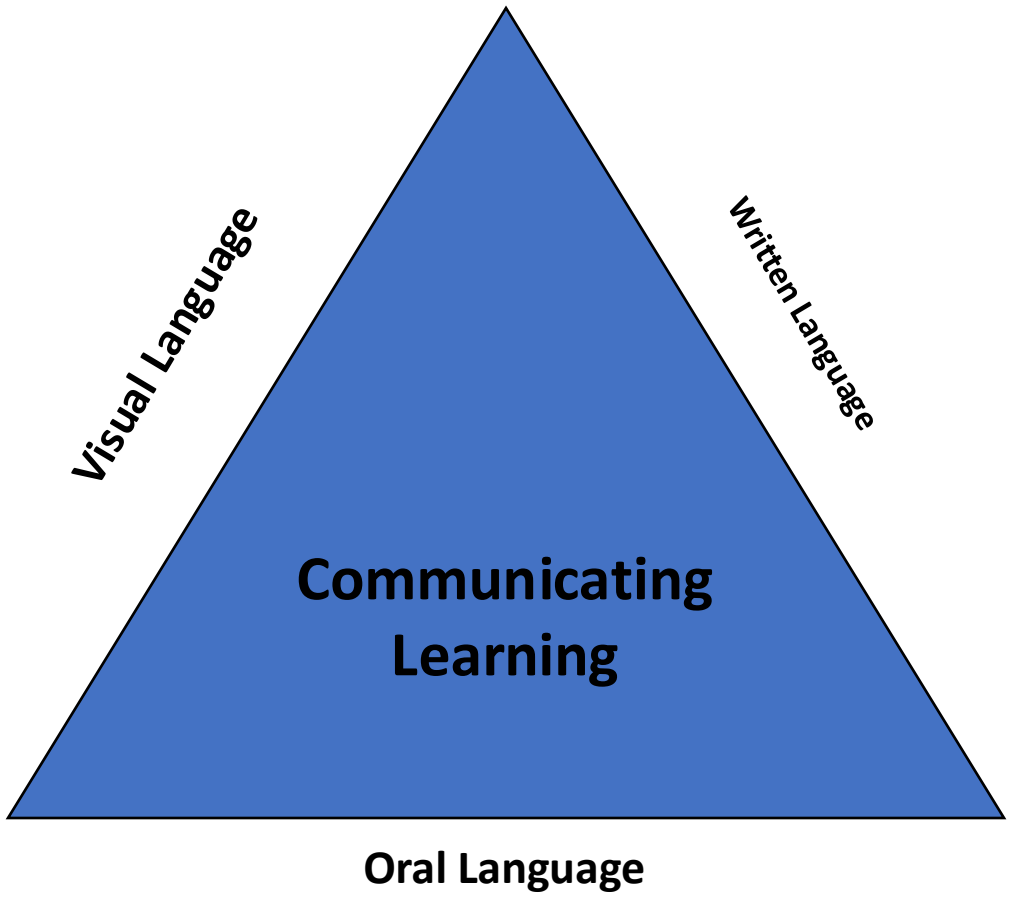


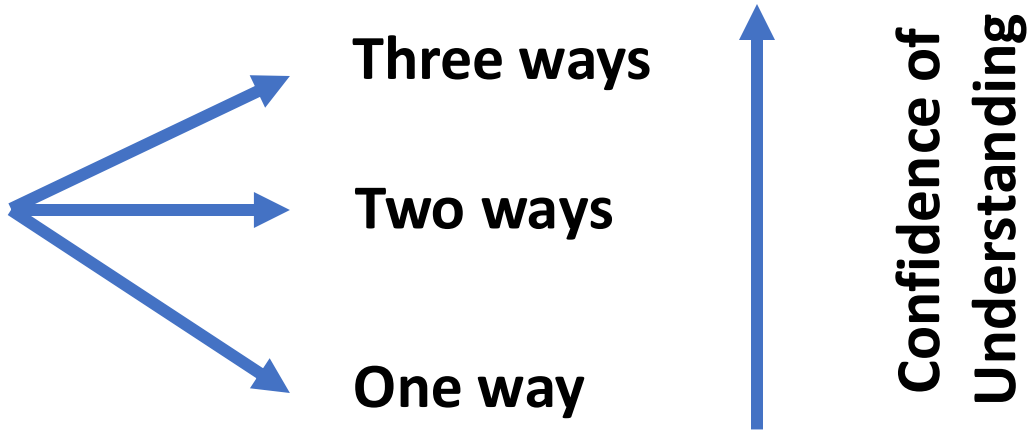
Does not compromise the integrity evaluation

Standards Based Evaluation

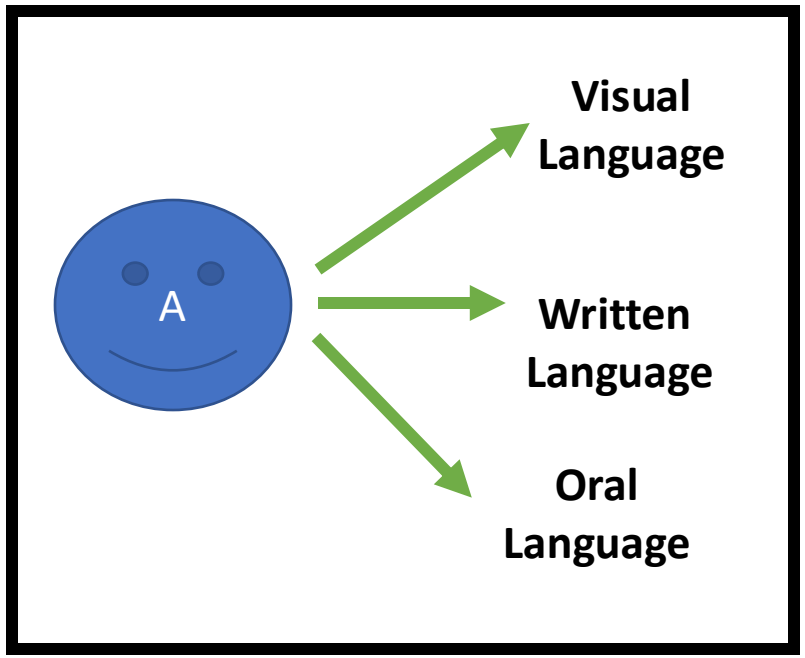
McTigue, 2010

How do student show what they know?





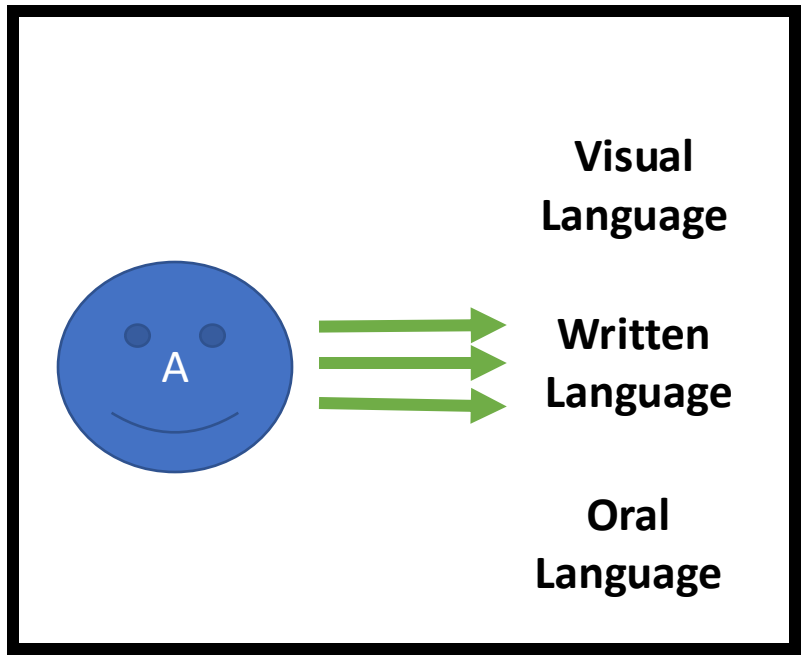
All Languages (in literacy) are Treated Equal!



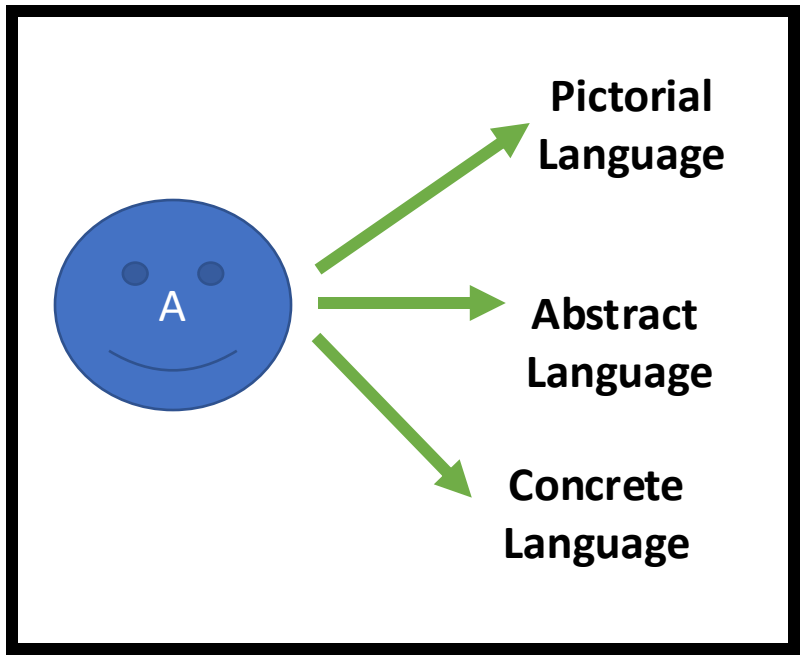
The MORE WAYS students can demonstrate learning, the more confident we are of meeting a goal

Instead of

The NUMBER OF TIMES, a student can show their learning in one way, the more confident we are of meeting a goal



All Languages (in numeracy) are Treated Equal!



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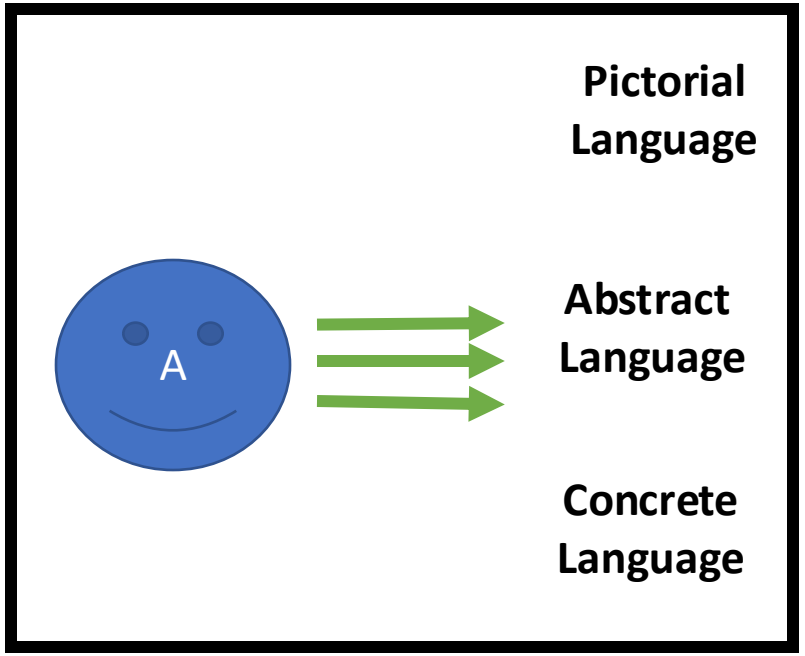


Backward Design

McTigue, 2010

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

Everyone

Grade Level Learning Standards

- Activity — Visual
- Activity — Written
- Activity — Oral

Learning Goals
• I can create and improve a model • I can use a model to show an idea • I can use a model to solve a problem
• I know that matter can be broken apart into tiny particles that are too small to see • I know that even if tiny particles are too small for my eyes to see, there are other ways to observe them • I know that a model is a way to observe tiny particles too small to see • I know some examples of models that can help me observe tiny particles that are too small to see
• I understand that there are things that are very tiny and very large

Student choose their BEST evidence to justify their learning

Backward Design

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

Everyone

Grade Level Learning Standards

Learning Goals
• I can share what happened by using my senses (Science) • I can create art by playing and using different materials by myself and with others (Art) • I can talk about what I am learning (Science) • I can solve problems by using materials, shapes and objects (Math)
• I know how to interact with objects and materials by using my senses by (Science) • I know "how many" by using pictures and objects (Math) • I know how to use materials and objects to create art (Art)
• I can communicate

Activity — Visual (examining rocks, brick and stick house, science center

Activity — Written (examining rocks, book – two rock sisters, cedar art drawing and labelling)

Activity — Oral (examining rocks, brick and stick house, science center)

Student choose their BEST evidence to justify their learning

Next Generation Science Standards (NGSS)		
Subject Area: Science	**Strand: Matter and Its Interactions**	**Grade: 5**
Performance Expectation: 5-PS1-1 **Students can develop a model to describe that matter is made of particles too small to be seen**	**Guiding Unit Question:** How do we know that something exists if we cannot see it?	
Unit Vocabulary (Content): properties, structures, scale, proportion, quantity, models, particles, bulk matter,	**Unit Vocabulary (Skills):** make, observe	

		Summative Task Options: The Wonderful World of Tiny Particles!			
Foundations	**Student Friendly Language**	**Visual**	**Written**	**Speaking**	**Combination**
Science & Engineering Practices (skill)	I can make a model to help me understand an idea by:	**Build a 3D model** Use various craft materials such as clay, paper, or recycled objects to build a model that shows your understanding of invisible particles	**Create a written analogy** Paint a picture with world to explain your understanding of invisible particles	**Put on a performance** Use role play, dance, or skits to bring your understanding of invisible particles to life	**Combine 2 or more of the previous options** Mix and match ideas to show your understanding of invisible particles
Disciplinary Core Ideas (knowledge)	I know that matter is made up of particles that are too small to see by: I know that models can help us see particles that are too small to see by:				
Crosscutting Concepts (understanding)	I understand that objects in the world can be very large and very small by:				

How can we use objects to compare and measure?

Possible Access Points

- Student know that there are objects that are different sizes in my life
- Students know that size describes how big or small something is
- Students know the difference between words, pictures
- Students know the letters in their name/ first letters and sounds of familiar names and words
- Students know the difference between reading, writing and speaking

- Students can show “more” or “less” when estimating familiar items
- Students can visualize and share their thinking about math concepts by using familiar and concrete objects and materials
- Students can attend to and participate in shared numeracy activities
- Students can attend to participate in shared literacy activities

Grade Level Indicators of Success

Math (K) Content

- Students know direct comparison measurement

ELA Content

Students know language features, structures, and conventions including:

- concepts of print
- letter knowledge
- letter formation
- the relationship between reading, writing and oral language

Math (K) Curricular Competency

- Students can reason and analyze by estimating reasonably
- Students can understand and solve by visualizing to explore mathematical concepts
- Students can communicate and represent by representing mathematical ideas in concrete, pictorial and symbolic forms
- Students can connect and reflect by connecting mathematical concepts to each other and to other areas and personal interests

ELA (K) Curricular Competency

- Students can comprehend and connect by exploring foundational concepts of print, oral and visual texts

Possible Challenge Points

- Students know standard units of measurement
- Students know more complex language features, structures, and conventions including print awareness

- Students can justify why an estimation is reasonable
- Student can visualize to explore more complex mathematical concepts
- Students can communicate mathematical ideas in any way and with more complex mathematical concepts
- Students can connect mathematical ideas to events in the world
- Students can explore more complex print, oral and visual text

How can we use objects to compare and measure?

Possible Access Points

- I know that there are **objects** that are different **sizes** in my life
- I know that **size** describes how **big** or **small** something is
- I know the difference between **words**, **pictures**
- I know the **letters** in my **name**/ first **letters** and **sounds** of familiar **names** and **words**
- I know the difference between **reading**, **writing** and **speaking**

- I can show "**more**" or "**less**" when **estimating** familiar items
- I can share my thinking about math by using **objects** and **materials**
- I can watch and play in **math** activities with my friends
- I can watch and play in **language arts** activities with my friends

Grade Level Indicators of Success

Math (K) Content

- I know that I can **measure** two **objects** by **comparing** them

ELA Content

I know that I can understand **language** by

- knowing the **names** of **letters** and **sounds**
- making **letters** in different ways
- knowing how **reading**, **writing**, and **speaking** are connected

Math (K) Curricular Competency

- I can **estimate**
- I can **solve math problems** by **visualizing**
- I can **show my thinking** in **math** by using **symbols**, **pictures** and **objects**
- I can **connect** what I am learning in **math** to interesting things in my life and the world

ELA (K) Curricular Competency

- I can understand different kinds of **text** by **exploring** it

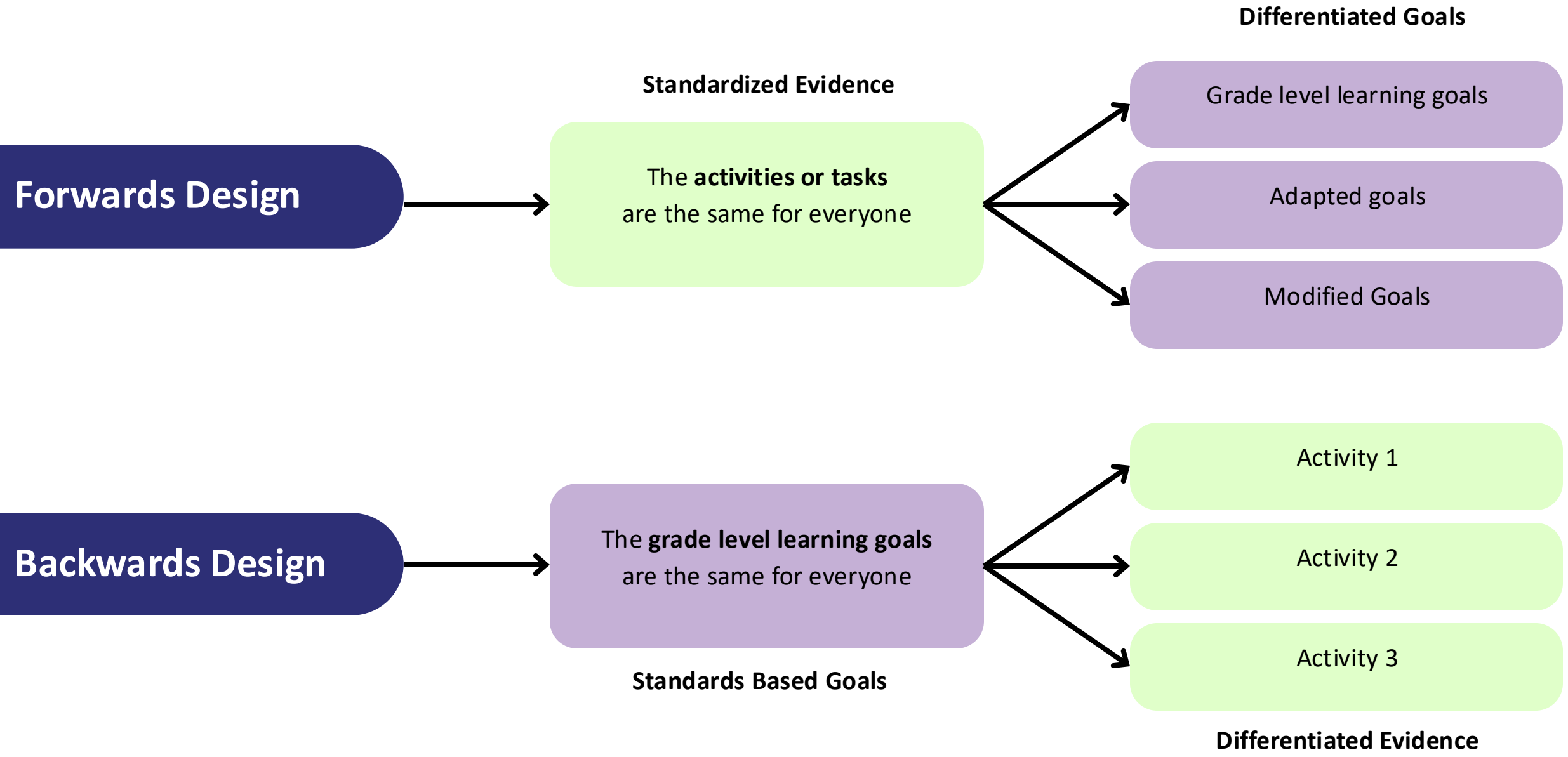
Possible Challenge Points

- I know **standard units** of **measurement**
- I know how **text features** and **text structures** can help me understand **text**

- I can **justify** my **estimation**
- I can **visualize** more complex mathematical concepts
- I can communicate mathematical ideas in any way
- I can connect mathematical ideas to events in the world
- I can explore more complex **print**, **oral** and **visual text**

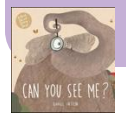
Moore and McIntosh, 2025

Understanding by Design



Moore, 2025

The **grade level learning goals** are the same for everyone



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Learning Activities and Tasks

Differentiation of Evidence

Viewing and showing

Listening and speaking

Writing and decoding

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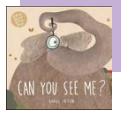

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Learning Activities and Tasks

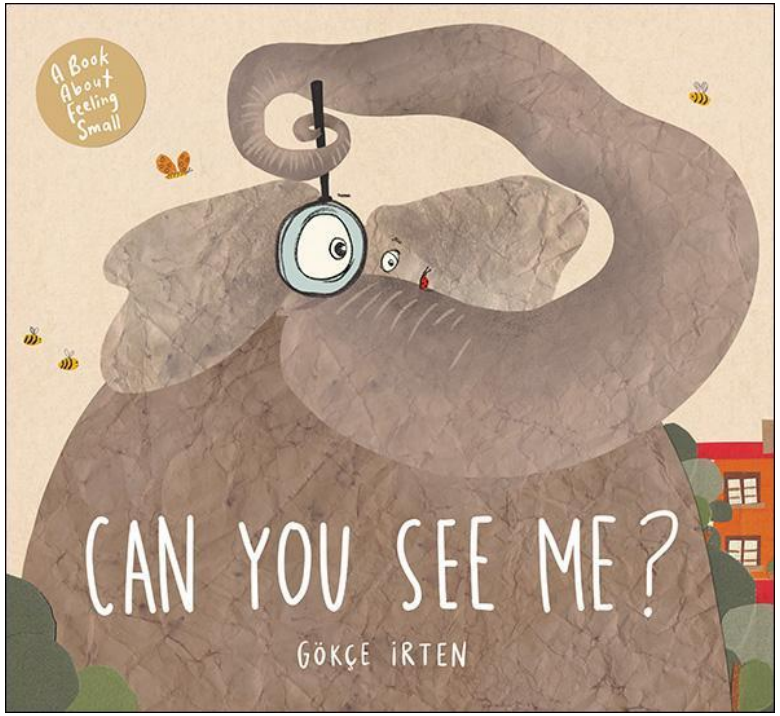
Anchor Text: Can You See Me?

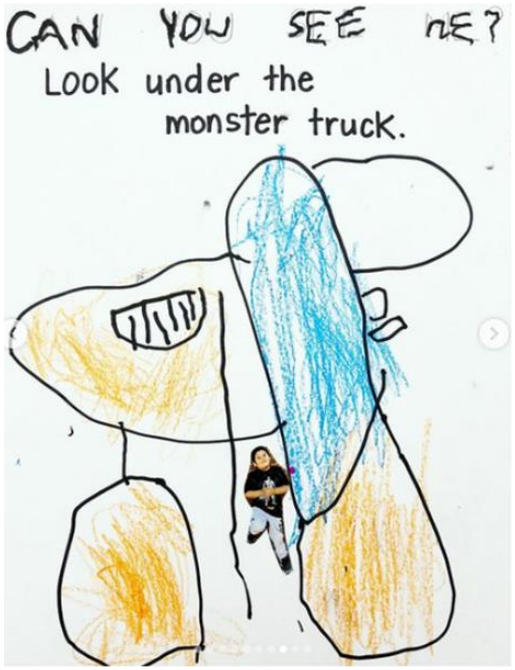
- **Activity**: Can you see me?
- **Activity**: Measurement O Rama
- **Activity:** What kind of box?

Differentiation of Evidence

viewing and showing	Listening and speaking	writing and decoding
✓	✓	✓
✓	✓	✓
✓	✓	✓

Moore and McIntosh, 2025

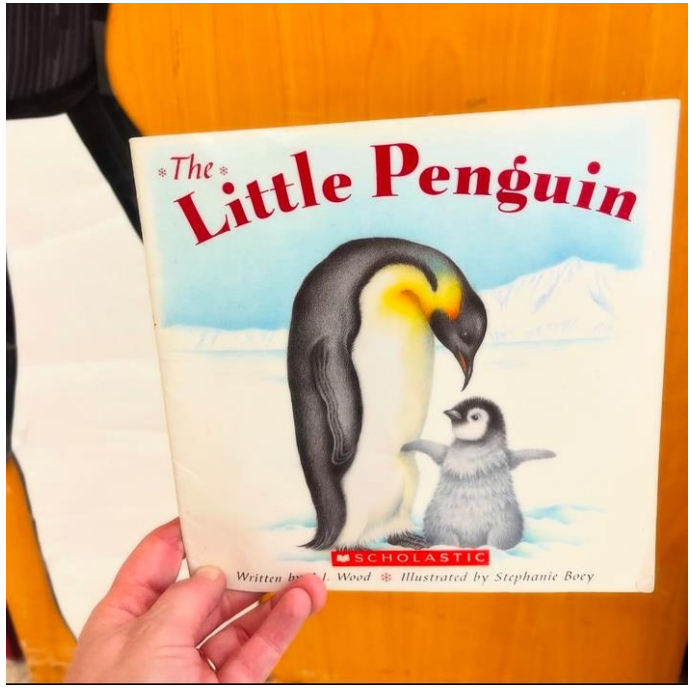




Project: Can you see me?

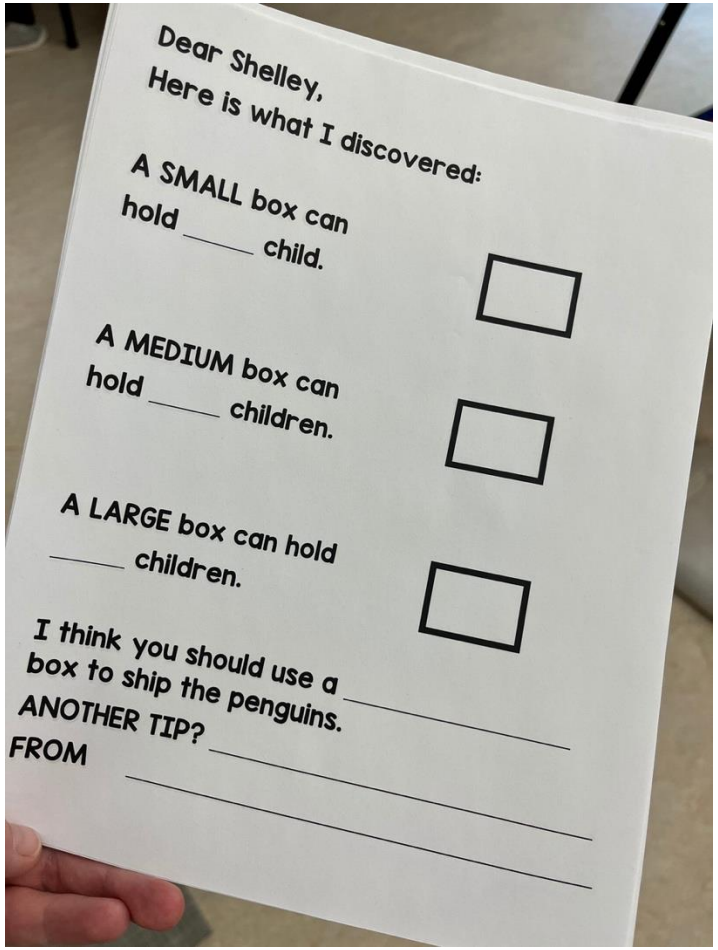
viewing and showing	Listening and speaking	writing and decoding
✓	✓	✓

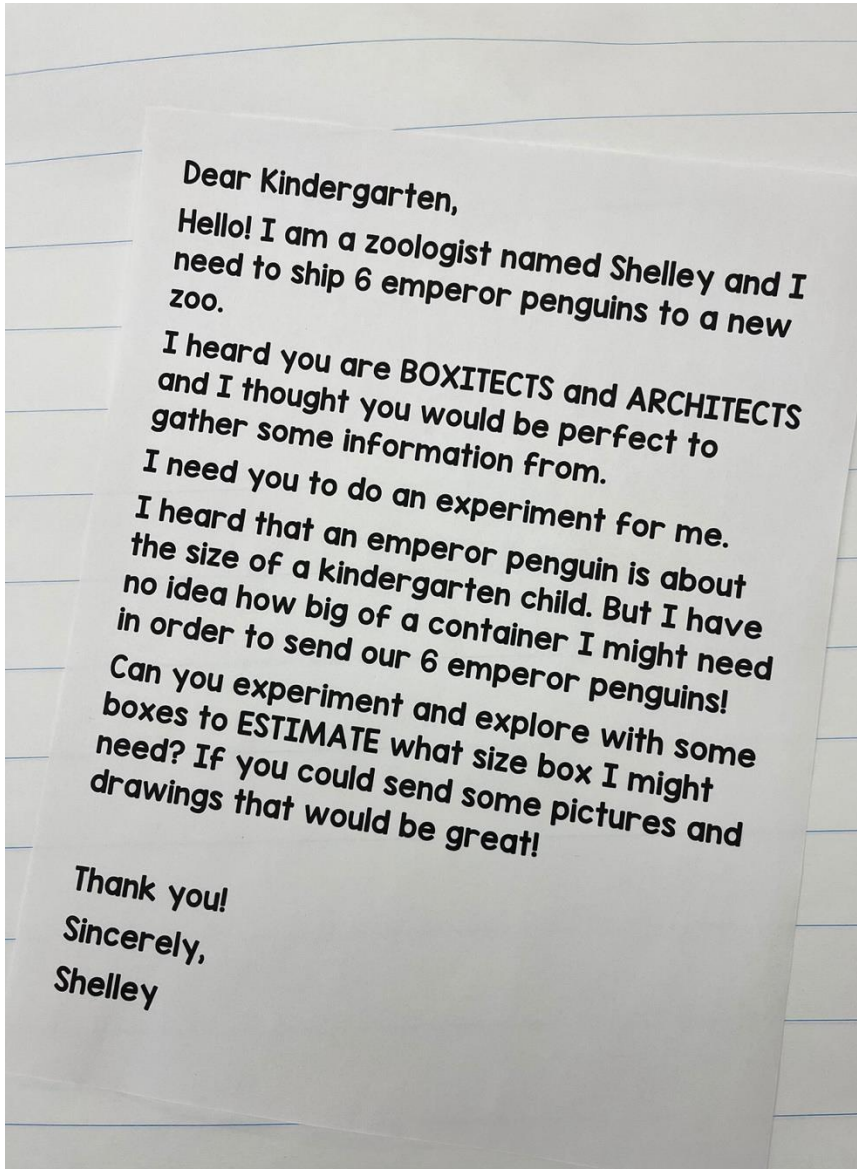
Moore and McIntosh, 2025



Activity: What kind of box?

viewing and showing	Listening and speaking	writing and decoding
✓	✓	✓





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Moore and McIntosh, 2025

Activity:

Content Learning Outcomes

Science: properties of familiar materials

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

Curricular Competency Learning Outcomes

Science: Planning and Conducting: making exploratory observations using senses

Kid Friendly: I can share what happens by using my senses

Evidence: drawings (product), photos (observations)

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, learn, and play using different materials and objects?

Learning Continuum: Science Content

Science (K) Content Goal: Properties of familiar materials				
Student friendly: I know how to interact with objects and materials by using my senses				
Approaching	**Emerging**	**Developing**	**Confident**	**Extending**
→				
Showing (or matching) that I know what rocks, fabric, soil, wood, sand, plastic, paper, sponges, metal	Using colour & texture to describe objects and materials Describing rocks, fabric and soil Describing roots, bark, trunk and leaves	Using hardness and flexibility to describe objects and materials Describing wood, sand, plastic	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

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, learn, and play using different materials and objects?

Learning Continuum: Science Content

Science (K) Curricular Competency Goal: Planning and conducting: making exploratory observations using senses				
Student friendly: I can share what happens by using my senses				
Approaching	**Emerging**	**Developing**	**Confident**	**Extending**
→				
I can look at different objects and materials I can play with different objects and materials	I can describe objects and materials based on what I see and feel	I can describe how objects and materials move	I can describe how different objects and materials interact with each other	I can explain why materials can effect the movement of an object

Backwards Design Planning

Grade: 5	Subject Area: Science	Strand/Topic: Structure and Properties of Matter
Learning Standard: 5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen		**Unit Guiding Question(s):** How can I use a model to help me understand that some matter is made up of particles that are too small to see?
Content Vocabulary: model, matter, particles, idea, bulk matter		**Skills Vocabulary: create, build, change, solve a problem, observe**
Learning Goals	**Curricular Language** **What do Students need to Know and Do?**	**Student Friendly Language**
Science and Engineering Practices (skills)	**Developing and Using Models** building and revising simple models and using models to represent events and design solutions. Use models to describe phenomena.	• I can create and improve a model • I can use a model to show an idea • I can use a model to solve a problem
Disciplinary Core Ideas (knowledge)	**PS1.A: Structure and Properties of Matter** Matter of any type can be subdivided into particles that are too small to see matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations including the inflation and shape of a balloon and the effects of air on larger particles or objects.	• I know that matter can be broken apart into tiny particles that are too small to see • I know that even if tiny particles are too small for my eyes to see, there are other ways to observe them • I know that a model is a way to observe tiny particles too small to see • I know some examples of models that can help me observe tiny particles that are too small to see
Crosscutting Concepts (understanding)	**Scale, Proportion, and Quantity** Natural objects exist from the very small to the immensely large.	I understand that there are things that are very tiny and very large

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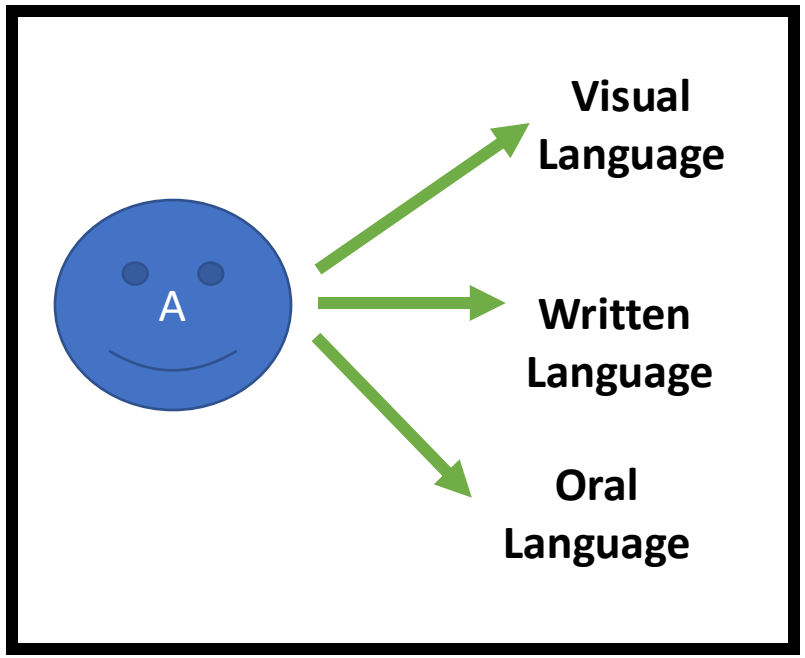

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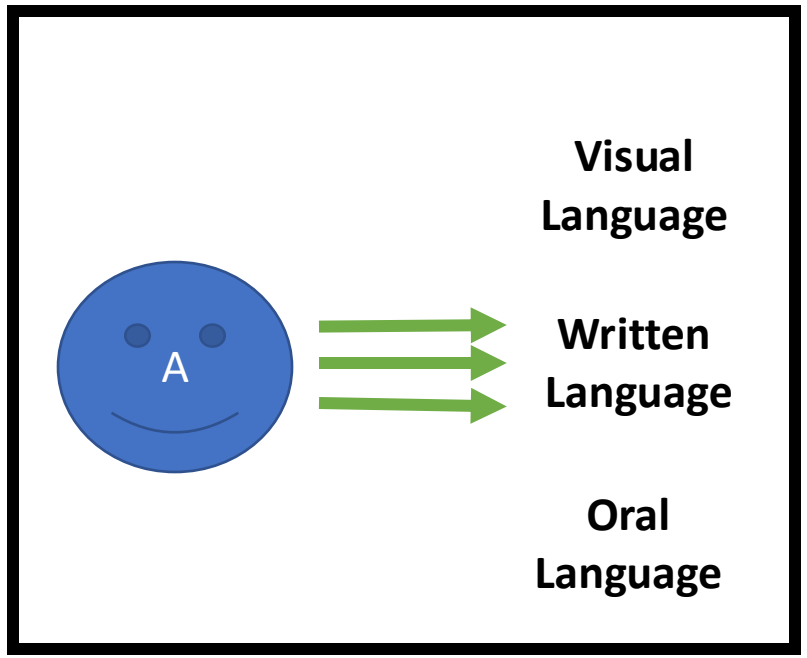


Standardized vs. Standards Based Grading

Standardized vs. Standards Based Grading

Everyone is evaluated on the same tasks

Everyone is evaluated on the same goals

Standardized vs. Standards Based Grading

Everyone is evaluated on the same tasks

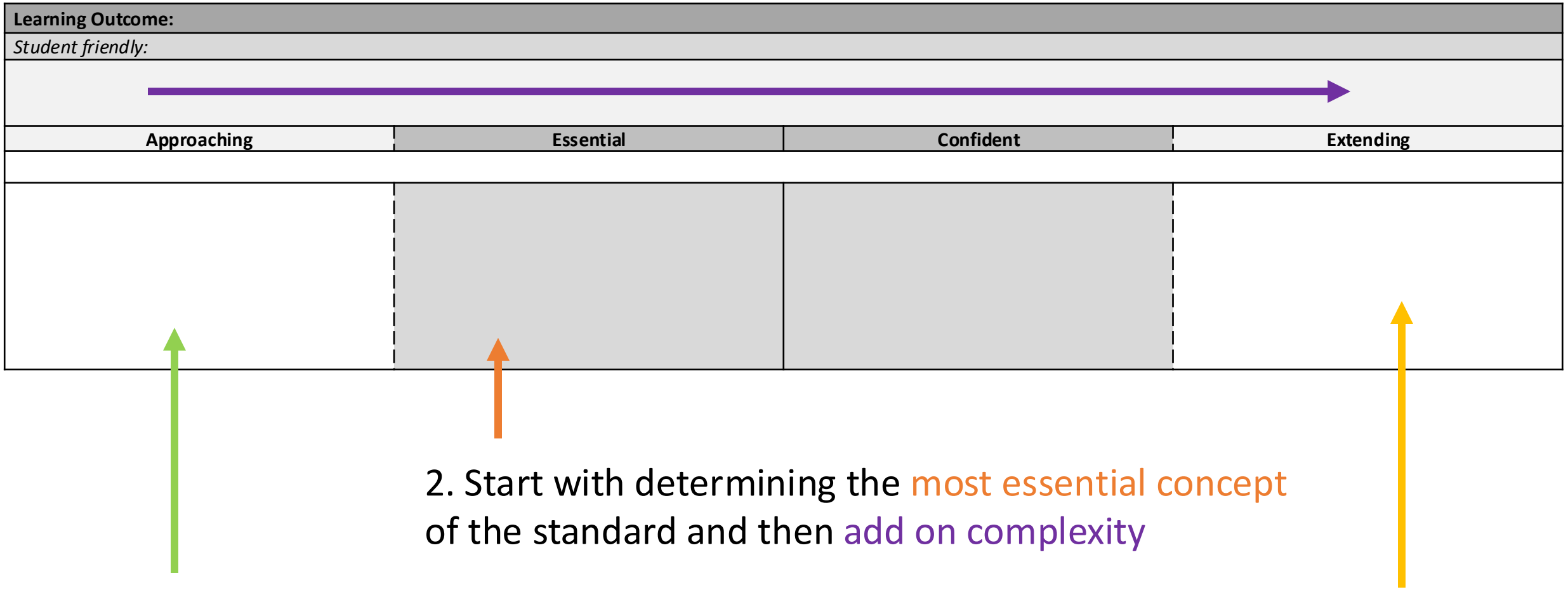
Standardized Grade Book				
	Homework	Quiz 1	Quiz 2	Unit Test
Katie	90%	86%	82%	80%
Jamal	60%	75%	88%	70%
Sarah	10%	90%	98%	100%
Jessie	100%	50%	60%	54%
Javier	75%	30%	78%	80%

Everyone is evaluated on the same goals

Standards-Based Grade Book			
	5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen		
	Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Katie	4	2	2
Jamal	2	4	2
Sarah	3	3	4
Jessie	2	2	2
Javier	2	3	3

Learning Continuums

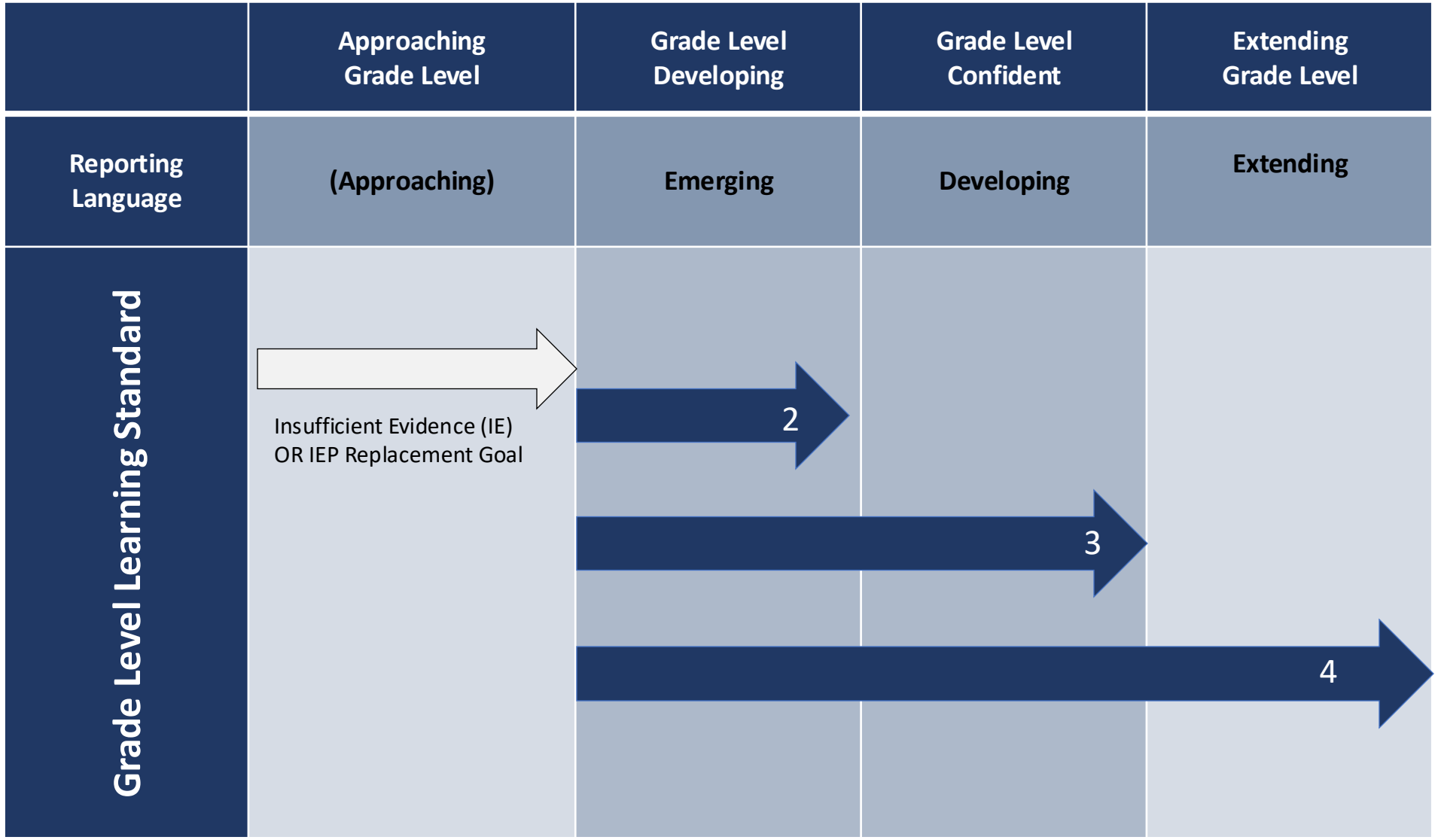
1. Choose a Learning Standard and translate it into student friendly language



2. Start with determining the most essential concept of the standard and then add on complexity

3. Extend the grade level standard to include an access point and challenge point

An Additive Continuum of Proficiency



Standards Based Grade Book																	
Learning Standard/ Performance Expectation													**Evaluation**				
													Total	**Out of**	**%**	**Letter Grade**	**4-Point**
Possible Evidence of Learning																	
Reporting Language	**Approaching/ Access Point**	**Emerging/ Essential**	**Developing**	**Extending**	**Approaching/ Access Point**	**Emerging/ Essential**	**Developing**	**Extending**	**Approaching/ Access Point**	**Emerging/ Essential**	**Developing**	**Extending**					
Evaluation	**IE/IEP**	**2**	**3**	**4**	**IE/IEP**	**2**	**3**	**4**	**IE/IEP**	**2**	**3**	**4**					
Student 1 (IEP)																	
Student 2																	
Student 3																	
Student 4																	
Student 5																	
Student 6																	

Backwards Design Planning

Grade: 5	Subject Area: Science	Strand/Topic: Structure and Properties of Matter
Learning Standard: 5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen		**Unit Guiding Question(s):** How can I use a model to help me understand that some matter is made up of particles that are too small to see?
Content Vocabulary: model, matter, particles, idea, bulk matter		**Skills Vocabulary: create, build, change, solve a problem, observe**
Learning Goals	**Curricular Language** **What do Students need to Know and Do?**	**Student Friendly Language**
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Disciplinary Core Ideas (knowledge)	**PS1.A: Structure and Properties of Matter** Matter of any type can be subdivided into particles that are too small to see matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations including the inflation and shape of a balloon and the effects of air on larger particles or objects.	• I know that matter can be broken apart into tiny particles that are too small to see • I know that even if tiny particles are too small for my eyes to see, there are other ways to observe them • I know that a model is a way to observe tiny particles too small to see • I know some examples of models that can help me observe tiny particles that are too small to see
Crosscutting Concepts (understanding)	**Scale, Proportion, and Quantity** Natural objects exist from the very small to the immensely large.	I understand that there are things that are very tiny and very large

Standards Based Grade Book (NGSS)																	
Learning Standard/ Performance Expectation	**5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen**												**Evaluation**				
	Science and Engineering Practices				**Disciplinary Core Ideas**				**Crosscutting Concepts**								
Possible Evidence of Learning	3D Model, Written Analogy, Performance, Quiz Q#2, Model Building Experiment, lab report				3D Model, Written Analogy, Performance, Quiz Q#1,4,5, Graphic Organizer #1, lab report				3D Model, Written Analogy, Performance, Quiz Q#3,6,7, Class Discussion Reflection								
Reporting Language	**Approaching/ Access Point**	**Emerging/ Essential**	**Developing**	**Extending**	**Approaching/ Access Point**	**Emerging/ Essential**	**Developing**	**Extending**	**Approaching/ Access Point**	**Emerging/ Essential**	**Developing**	**Extending**	**Total**	**Out of**	**%**	**Letter Grade**	**4-Point**
Evaluation	**IE/IEP**	**2**	**3**	**4**	**IE/IEP**	**2**	**3**	**4**	**IE/IEP**	**2**	**3**	**4**		**12**			
Student 1 (IEP)	•				•				•	•			3	**3***	100%	A*	4*
Student 2	•	•			•	•			•	•			6	**12**	50%	D	2
Student 3	•	•	•	•	•	•	•	•	•	•	•		11	**12**	92%	A-	3.67
Student 4			•	•	•	•	•		•	•			IE	**12**			
Student 5	•	•	•	•	•	•							IE	**12**			
Student 6	•	•	•		•	•	•	•	•	•	•	•	11	**12**	92%	A-	3.67

Student 1 (IEP)

Next Generation Science Standards (NGSS)		
Subject Area: Science	**Strand: Matter and Its Interactions**	**Grade: 5**
Performance Expectation: 5-PS1-1 **Students can develop a model to describe that matter is made of particles too small to be seen**	**Guiding Unit Question:** How do we know that something exists if we cannot see it?	
Unit Vocabulary (Content): properties, structures, scale, proportion, quantity, models, particles, bulk matter,	**Unit Vocabulary (Skills):** make, observe	

Foundations	Student Friendly Language	Access Point	Essential	Confident	Extend
Science & Engineering Practices	I can make a model to help me understand an idea by:	following/ participating in creating a model	planning and creating a model	creating a model to solve a problem	Adjusting or revising a model I have created
Disciplinary Core Ideas	I know that matter is made up of particles that are too small to see by: I know that models can help us see particles that are too small to see by:	describing what matter is describing that there are different states of matter describing examples of different kinds of matter in the world	describing what bulk matter is describing that matter (that I can see) is made up of tiny particles (that are too small to see) describing examples of models that help to observe particles that are too small to see	describing how collecting many tiny particles can help us observe how matter takes up space describing which part of the model is bulk matter, and which part of the model is particles	describing the relationship between matter and particles using the model to describe the relationship between matter and how particles move when they are collected
Crosscutting Concepts	I know that objects in the world can be very large and very small by:	describing objects in the world that are very small and very large	describing what microscopic and macroscopic is and examples of each in the world	describing what is similar and what is different between microscopic and macroscopic objects in the world	describing what scale is and how it helps us understand microscopic and macroscopic objects

***Description: can include but are not limited to written, oral, pictorial, and kinesthetic**

Student 2 – 50%

Next Generation Science Standards (NGSS)		
Subject Area: Science	**Strand: Matter and Its Interactions**	**Grade: 5**
Performance Expectation: 5-PS1-1 **Students can develop a model to describe that matter is made of particles too small to be seen**	**Guiding Unit Question:** How do we know that something exists if we cannot see it?	
Unit Vocabulary (Content): properties, structures, scale, proportion, quantity, models, particles, bulk matter,	**Unit Vocabulary (Skills):** make, observe	

Foundations	Student Friendly Language	Access Point	Essential	Confident	Extend
Science & Engineering Practices	I can make a model to help me understand an idea by:	following/ participating in creating a model	planning and creating a model	creating a model to solve a problem	Adjusting or revising a model I have created
Disciplinary Core Ideas	I know that matter is made up of particles that are too small to see by: I know that models can help us see particles that are too small to see by:	describing what matter is describing that there are different states of matter describing examples of different kinds of matter in the world	describing what bulk matter is describing that matter (that I can see) is made up of tiny particles (that are too small to see) describing examples of models that help to observe particles that are too small to see	describing how collecting many tiny particles can help us observe how matter takes up space describing which part of the model is bulk matter, and which part of the model is particles	describing the relationship between matter and particles using the model to describe the relationship between matter and how particles move when they are collected
Crosscutting Concepts	I know that objects in the world can be very large and very small by:	describing objects in the world that are very small and very large	describing what microscopic and macroscopic is and examples of each in the world	describing what is similar and what is different between microscopic and macroscopic objects in the world	describing what scale is and how it helps us understand microscopic and macroscopic objects

***Description: can include but are not limited to written, oral, pictorial, and kinesthetic**

Student 3 – 92%

Next Generation Science Standards (NGSS)		
Subject Area: Science	**Strand: Matter and Its Interactions**	**Grade: 5**
Performance Expectation: 5-PS1-1 **Students can develop a model to describe that matter is made of particles too small to be seen**	**Guiding Unit Question:** How do we know that something exists if we cannot see it?	
Unit Vocabulary (Content): properties, structures, scale, proportion, quantity, models, particles, bulk matter,	**Unit Vocabulary (Skills):** make, observe	

Foundations	Student Friendly Language	Access Point	Essential	Confident	Extend
Science & Engineering Practices	I can make a model to help me understand an idea by:	following/ participating in creating a model	planning and creating a model	creating a model to solve a problem	Adjusting or revising a model I have created
Disciplinary Core Ideas	I know that matter is made up of particles that are too small to see by: I know that models can help us see particles that are too small to see by:	describing what matter is describing that there are different states of matter describing examples of different kinds of matter in the world	describing what bulk matter is describing that matter (that I can see) is made up of tiny particles (that are too small to see) describing examples of models that help to observe particles that are too small to see	describing how collecting many tiny particles can help us observe how matter takes up space describing which part of the model is bulk matter, and which part of the model is particles	describing the relationship between matter and particles using the model to describe the relationship between matter and how particles move when they are collected
Crosscutting Concepts	I know that objects in the world can be very large and very small by:	describing objects in the world that are very small and very large	describing what microscopic and macroscopic is and examples of each in the world	describing what is similar and what is different between microscopic and macroscopic objects in the world	describing what scale is and how it helps us understand microscopic and macroscopic objects

***Description: can include but are not limited to written, oral, pictorial, and kinesthetic**

Student 3 – 92%

Next Generation Science Standards (NGSS)		
Subject Area: Science	**Strand: Matter and Its Interactions**	**Grade: 5**
Performance Expectation: 5-PS1-1 **Students can develop a model to describe that matter is made of particles too small to be seen**	**Guiding Unit Question:** How do we know that something exists if we cannot see it?	
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Foundations	Student Friendly Language	Access Point	Essential	Confident	Extend
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***Description: can include but are not limited to written, oral, pictorial, and kinesthetic**

Student 4 – IE

Next Generation Science Standards (NGSS)		
Subject Area: Science	**Strand: Matter and Its Interactions**	**Grade: 5**
Performance Expectation: 5-PS1-1 **Students can develop a model to describe that matter is made of particles too small to be seen**		**Guiding Unit Question:** How do we know that something exists if we cannot see it?
Unit Vocabulary (Content): properties, structures, scale, proportion, quantity, models, particles, bulk matter,		**Unit Vocabulary (Skills):** make, observe

Foundations	Student Friendly Language	Access Point	Essential	Confident	Extend
Science & Engineering Practices	I can make a model to help me understand an idea by:	following/ participating in creating a model	planning and creating a model	creating a model to solve a problem	Adjusting or revising a model I have created
Disciplinary Core Ideas	I know that matter is made up of particles that are too small to see by: I know that models can help us see particles that are too small to see by:	describing what matter is describing that there are different states of matter describing examples of different kinds of matter in the world	describing what bulk matter is describing that matter (that I can see) is made up of tiny particles (that are too small to see) describing examples of models that help to observe particles that are too small to see	describing how collecting many tiny particles can help us observe how matter takes up space describing which part of the model is bulk matter, and which part of the model is particles	describing the relationship between matter and particles using the model to describe the relationship between matter and how particles move when they are collected
Crosscutting Concepts	I know that objects in the world can be very large and very small by:	describing objects in the world that are very small and very large	describing what microscopic and macroscopic is and examples of each in the world	describing what is similar and what is different between microscopic and macroscopic objects in the world	describing what scale is and how it helps us understand microscopic and macroscopic objects

Student 4 – with evidence
9/12
75%
3.0

***Description: can include but are not limited to written, oral, pictorial, and kinesthetic**

Student 5 – IE

Next Generation Science Standards (NGSS)		
Subject Area: Science	**Strand: Matter and Its Interactions**	**Grade: 5**
Performance Expectation: 5-PS1-1 **Students can develop a model to describe that matter is made of particles too small to be seen**	**Guiding Unit Question:** How do we know that something exists if we cannot see it?	
Unit Vocabulary (Content): properties, structures, scale, proportion, quantity, models, particles, bulk matter,	**Unit Vocabulary (Skills):** make, observe	

Foundations	Student Friendly Language	Access Point	Essential	Confident	Extend
Science & Engineering Practices	I can make a model to help me understand an idea by:	following/ participating in creating a model	planning and creating a model	creating a model to solve a problem	Adjusting or revising a model I have created
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Crosscutting Concepts	I know that objects in the world can be very large and very small by:	describing objects in the world that are very small and very large	describing what microscopic and macroscopic is and examples of each in the world	describing what is similar and what is different between microscopic and macroscopic objects in the world	describing what scale is and how it helps us understand microscopic and macroscopic objects

***Description: can include but are not limited to written, oral, pictorial, and kinesthetic**

Student 5 – with evidence
9/12
75%
3.0

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
Learning Outcome	Students will investigate quantity to 10			Students will interpret compositions of quantities within 10			Students will investigate shape			Students will explore size through direct comparison			Students will identify and create repeating patterns			Students will interpret time as a sequence of events		
Learning Activities										Can you see me?								
Student	Access (1)	Grade Level (2/3)	Extention (4)	Access (1)	Grade Level (2/3)	Extention (4)	Access (1)	Grade Level (2/3)	Extention (4)	Access (1)	Grade Level (2/3)	Extention (4)	Access (1)	Grade Level (2/3)	Extention (4)	Access (1)	Grade Level (2/3)	Extention (4)
AA																		
AC																		
AM																		
AY																		
BQ																		
CS																		
CV																		
DC																		
DG																		
IO																		
JL																		
KM																		
KP																		
LC																		
NC																		

What do you want to try between now and April 3?

Homework

- Try something new!
- Notice what happens when you try something new? (in yourself, in your students)
- Bring back something to share (a story, an example, student evidence etc.)

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