

CURRICULUM CRATE

A curriculum crate allows for a "teacher to apply a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student" (TQS 3). We start by **dissecting a learning outcome** to examine what students need to know, experience, and demonstrate in their learning journey for that outcome during this timeframe. We then use this to **plan an appropriate lesson(s)**. This crate is an example moment in time that can showcase possibility to educators. Ideally you will customize this lesson to meet the needs of your students and know that learning outcomes are returned to many times throughout the year as we layer on our knowledge, understandings, skills, and procedures of each learner outcome. Thank you to teacher working groups who worked side by side with consultants to create these.



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GRADE

2

SUBJECT(S)

ELA

DATE

October

Dissecting a Learning Outcome for Teacher Understanding

Why dissect a learning outcome? A learning outcome describes what students are required to know, understand, and be able to do by the end of a grade. For teachers, having a clear understanding of the anatomy of an outcome drives instruction and ensures that assessments hit the intended target of the learning outcome.

LEARNING OUTCOME(S)

Please note the nouns and verbs to help focus on concepts and skills as part of the learning outcome

O.I.: ORAL LANGUAGE

L.O.: Students examine and adjust listening and speaking to communicate effectively.

LEARNING EXPERIENCES & LESSONS

Consider how the verbs within the outcomes provide direction for the instruction. What are the ways students will acquire knowledge and skills? How will they "learn it"? Consider the instructional steps (acquire, build, consolidate) along the way. Think about the thoughtful sequence of learning experiences throughout the timeframe of learning (such as September). Remember Universal Design for Learning: anticipate & plan for a wide range of student needs. ONE of these learning experiences will be planned as a lesson below.

Acquire

"I am being introduced to a new topic or skill."

activate prior knowledge and engage students' attention, motivation, and interest

Build

"I am building upon my understanding of the concept/skill."

expand, delve, practice, apply

Consolidate

"I am getting ready to demonstrate my proficiency with the concept/skill."

make connections, analyze, synthesize, evaluate, extend practice

Acquire

- Students will be able to identify and show what active listening looks like
- Students listen to a variety of mentor texts
- Students will participate in group discussions and mindful listening experiences

Build

- Students will be able to use strategies in various environments to support positive interactions

Consolidate

- Students contribute to discussions as a listener and speaker
- Students listen to and follow three-step instructions.

EVIDENCE OF LEARNING

These are the collection of assessments for the learning outcome(s) during this time frame. Consider how the verbs within the outcomes provide direction for the assessment. What are the ways students will show their learning? How will students demonstrate their newly acquired knowledge and skills? Remember to triangulate evidence, that is, collect evidence from multiple sources of student demonstration

Observations	Conversations	Products
• Observe students maintaining longer periods of active listening during read alouds and instruction. • Observe students adjusting their listening and speaking skills in various environments. • Observe students in lesson activities paying attention to classmates ideas, expressions and body language.	Students are encouraged to demonstrate mindful listening during carpet times, partner activities and in unstructured times throughout the day. Students are encouraged to use appropriate body language in speaking and listening activities. Ask students to communicate how it feels when you know someone is listening to you and how it feels when you know someone is not listening to you.	Listening helps to develop and maintain positive relationships in a variety of situations. Contribute to discussions as a listener and speaker. Students can self- assess their active listening skills based on co-created class criteria. Listen to and follow three-step instructions.

MAKING CONNECTIONS WITH COMPETENCIES

Literacy & Numeracy

Student Competencies

Literacy:

Students, with guidance, recognize how being literate enables them to participate in local and global communities

Students identify the literacy skills needed to complete a task.

Students develop and use strategies when viewing, listening to, and interacting with texts.

Students adjust oral and written language, as appropriate, when communicating with peers and adults (e.g., to respect social/cultural practices, formal and informal situations).

Numeracy:

Students use numbers to indicate position or value in their environment (e.g., first, second, third, currency, music notes).

Students formulate questions for a specific investigation and collect, record, and discuss the data using charts or graphs.

Students navigate or create directions and geographic representations using basic techniques (e.g., oral directions, gestures, basic maps, story maps).

Students use basic vocabulary, gestures, objects, symbols, or analogies when communicating ideas in situations involving numeracy (e.g., “round like a wheel”).

Communication:

- I use a variety of formats to communicate.
- I use language structures and conventions that are appropriate for the context to interact with others.
- I consider the contributions and feelings of others when exchanging ideas or information.
- I paraphrase or restate messages to confirm understandings
- I communicate with peers and adults for specific purposes.

Personal Growth and Wellbeing:

- I set goals to help address my wants or needs.
- I connect available resources to choices and opportunities.
- I recognize relationship boundaries.
- I communicate how groups and individuals care for each other.
- I adjust my actions in response to setbacks.

Collaboration:

- I encourage others to contribute their points of view when working toward group goals.
- I experience a variety of roles when engaging in collaborative activities
- I contribute actively and respectfully to group work.

Lesson Plan - A Potential Learning Experience

Below you will see a potential learning experience for a learner outcome in the new curriculum. You will be able to use this lesson as a strong pedagogical example as well as have the freedom to customize it based on your student needs. This can be part of a thoughtful sequence of learning experiences for students as part of ongoing teaching and assessment within the learning outcome.

LESSON TITLE

Listen Up!

LEARNING GOALS

Learning goals are written in kid-friendly language. What are the learning goals for THIS LESSON a single outcome may be too large for a single intention -- write multiple learning intentions as necessary

I can demonstrate active listening.

I understand why listening is important.

I can follow multi step instructions.

I understand how active listening helps promote friendships.

STUDENT CRITERIA FOR SUCCESS

What will I see or hear students do or say DURING THIS LESSON that tells me they understand? Use the KUSPs to guide you. All KUSPs of the learning outcome must be addressed by the end of the year. Remember the verbs from [Bloom's Taxonomy](#)

Students model active listening (eyes on speaker, mouth closed, hands still, upright body, listening ears).

Students create criteria for active listening

Students articulate the importance of listening.

EVIDENCE OF LEARNING

This is the assessment(s) for THIS LESSON. What are the ways students will show their learning? How will students demonstrate their newly acquired knowledge and skills? How will you gather this evidence? Remember to triangulate evidence, that is, collect evidence from multiple sources of student demonstration

Multiple opportunities to observe and record anecdotal notes of students' listening skills.

TO DO BEFORE THE LESSON

- ☐ Prior to assigning a listening task, establish what good listening is. What does it look like, sound like etc.
- ☐ Create anchor charts for students to refer to.
- ☐ Utilize games, songs etc. that prepare students for listening.

RESOURCES NEEDED

- ☐ [My Mouth is a Volcano](#) by Julia Cook
- ☐ [Listen Buddy](#) by Helen Lester
- ☐ [Why Should I Listen](#) by Mike Gordan
- ☐ [Streganona](#) by Tomie De Paola
- ☐ We Thinkers Series
- ☐ [Active Listening Slide Deck Link](#)
- ☐ [EmTech Microsoft Flip Resources](#)
- ☐ Active Listening "Listen Buddy" Microsoft Flip Response Template

CONSIDERATION FOR LEARNER NEEDS

Need	Universal Support (GOOD for ALL students)	Targeted Support (CHOICE for ALL students)	Essential Support (Good for One)
Reading comprehension	- Introduce key vocab before reading - Offer read aloud as an option - Sticky notes for vocab challenges	- Paired reading for pacing - Noise canceling headphones - Time to re-read for clarity - Drawing option to map out ideas throughout	In addition to other supports, - Give reading in advance - Read with teacher in small group - stop and explain, draw connections, etc.

- Modeling active listening
- Providing visuals
- Providing peer role models
- Anchor charts
- Review expectations
- Look for opportunities to praise active listening

TEACHER INSTRUCTION / STUDENT EXPERIENCE & PRACTICE

Introduce the learning experience by reading the story, *Listen Buddy* by Helen Lester. Discuss the front and back of the book. Make predictions as to what might happen in the story. Begin to record the students'

thoughts on what it means to listen, create an anchor chart to display their prior knowledge. “We’re going to brainstorm all ideas that come to our mind when we think of the word listen.

Guiding Question: What does it mean to be a good listener?

While reading the book, make teacher thoughts visible by noticing and bringing attention to the body language and listening skills of the main character. After reading the initial story, revisit the chart and add to their knowledge of what listening means.

How did buddy listen?

What did his body look like when he was asked to do a task?

What do you think it means to listen better than Buddy did?

What would his body look like if he had been listening well?

What does your body look like when listening well?

Co-create success criteria for active listeners in your class.

A good listener: (construct anchor chart)

“It sounds like you’re telling me that active listening means that my whole body has a job to do.”

Introduce the **‘Gimme 5’ strategy** from the slide deck to help students understand that our eyes, ears, mouths, bodies and hands all have responsibilities when we are actively listening.

Have students return to their desk and create their own active listening anchor chart in their own visual journal.

Continue with the additional lesson ideas, listening strategies and slide deck activities as you see it to work in your classroom. The slide deck has multiple games and ideas to further practice this learner outcome which will span the course of the year. Use the additional mentor text ideas to support your next learning opportunities. Reference the active listening anchor chart and gimme 5 strategy in various instructional opportunities and transitional times.

Slide deck includes:

- Mentor Texts on listening
- Variety of learning experiences designed to target listening and speaking skill development
- Whole class listening strategy
- Possible assessment opportunities

TEACHER REFLECTION / NEXT STEPS
