

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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CREATED BY



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GRADE

3

SUBJECT(S)

ELAL

DATE

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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

Students investigate writing and research processes that support informed written expression.

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 are introduced to the writing process, planning, drafting, revising, editing and sharing
 Students practice planning using organizational tools, such as sketching, graphic organizers, webs, story templates, lists and heart maps.

Students listen to a variety of [mentor texts](#) in order to enrich their ideas and information.

Build

Students create with a variety of written forms short and long text, fiction and nonfiction.

Students revisit some written forms to apply revising skills to add or remove sentences and words.

Students apply sensory details, synonyms and antonyms, and precise words and phrases.

Students experiment with dialogue in written expression.

Students access information and use it to enhance written work.

Consolidate

Students create written work that is enhanced with text features and images.

Students share their written work and present to many audiences

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
Students choose ideas to record in their writer's notebooks. Students revisit books to look for ideas or words. Students use resources such as dictionaries, thesaurus, word lists and charts to discover new words. Students edit their work based on a criteria checklist.	Students talk about their writing ideas with a peer, in small groups and in whole class discussions. Students share their written work and ask for feedback.	Students create several written products - some with enhancements such as text features and images.

MAKING CONNECTIONS WITH COMPETENCIESLiteracy & Numeracy**Literacy**

- Students recognize that literacy is used for many purposes in their everyday lives and provides enjoyment.
- Students, with guidance, identify their literacy strengths and how they can regulate their learning.
- Students identify the literacy skills needed to complete a task.
- Students begin to understand and use conventions of language (grammatical structure, symbols, notations, punctuation, capitalization, and spelling) to comprehend and communicate texts.
- Students begin to understand and use

Student Competencies**Critical Thinking**

- I ask relevant questions to help me learn.
- I use simple criteria to form opinions or make decisions.
- I synthesize new understandings by comparing and contrasting information.
- I reflect on contexts or experiences that influence my thinking.
- I consider how my thoughts may be similar to or different from those of others.

Problem Solving

- I rephrase problems to clarify my understanding.
- I determine information that is relevant to help me solve problems.

conventions of language (grammatical structure, symbols, notations, punctuation, capitalization, and spelling) to comprehend and communicate texts.

- Students gather information from a limited number of sources to respond to a problem, question, or topic.
- Students make connections to their background knowledge to support understanding of a new idea or topic.
- Students use an increasing amount of high-frequency vocabulary and acquire new vocabulary related to learning experiences (e.g., describe, compare, life cycle, province).
- Students know that texts are organized in different ways based on their purpose.
- Students present ideas or information in a logical and clear manner, with some details.
- 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).
- Students organize texts for different purposes (e.g., to inform, persuade, or entertain).
- Students explore how diverse modes and media represent and communicate ideas and experiences. They choose modes and media to share.

Numeracy

- Students organize objects, ideas, or information using a classification system.
- Students formulate questions for a specific investigation and collect, record, and discuss the data using charts or graphs.
- Students physically manipulate objects to describe and represent them in a variety of orientations and sizes.
- Students judge and use the space around or between bodies, objects, or shapes in their environment.
- Students describe the duration of familiar events and the intervals between them using units of time (e.g., seconds, minutes, hours, days, weeks, months, years).
- Students use non-digital methods or tools in a task involving numeracy (e.g., pencil and paper, mental calculations, visualization, calendars, agendas).

- I consider the possible outcomes of solutions.
- I work toward solving problems even when there are challenges.

Research & Managing Information

- I collect information for a specific audience or purpose.
- I organize and combine information from a number of sources.
- I consider the content of information to determine its use.
- I reference the source of information when using someone else's ideas.

Communication

- I communicate with peers and adults for specific purposes.
- 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 understanding.

Collaboration

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

Personal Growth & Well-being

- 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.

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

Writing Rocks!

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 find and record interesting information about a topic.
I can choose a writing idea and form of writing.

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 will select information from a variety of text forms on the same topic.
Students will use new information to create an original piece of writing.

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

Students complete an information organizer with the support of their peers.
Students create an original writing piece, either a mini book or a slideshow based on the information collected on a focused topic.

TO DO BEFORE THE LESSON

Before the first lesson

- ☐ Gather a variety of text forms on a topic from any subject area.
- ☐ Initiate a [KWL](#) on rocks. Fill in the - Know and Want to know-before starting this lesson.

Before the second lesson

- ☐ Make mini books if needed otherwise use the student slides.

RESOURCES NEEDED

First Lesson

- ☐ [Link to Lesson Slides](#)
- ☐ [Student slides](#)
- ☐ [KWL](#)
- ☐ A variety of text forms
- ☐ [How to make a mini-book](#)

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.

Students can listen or view recordings of books.
Students have access to a personal dictionary and word wall.
Students are in writing partnerships.
Students can use a chromebook to create digital messages and written work.

TEACHER INSTRUCTION / STUDENT EXPERIENCE & PRACTICE

(Note: This lesson can be introduced any time of the year. Any subject area topic can be substituted in this lesson.)

Gather the students to the meeting area of the classroom. (for example the cozy carpet)

Connection: Teacher says: “We have been gathering writing ideas in our writer’s notebooks. Good writers use a variety of sources to inspire their writing.”

Teacher says: “Today we are going to learn about using different forms of text to inspire our writing. Since we are studying rocks in science, we are going to look for more inspiration about rocks.(slide 2)

Teacher says. “Writers can use many sources of inspiration for their work including personal experience, background knowledge, imagination and experiences with text. We are going to look at the information we can get from texts. Here is the organizer - Topic Flood. ” (slide 2)

“Since this is new to you, we are going to work through a couple together.”

Teacher says, “We read through to find important or interesting things, we don’t need to write everything down. Using Google Slides, we are going to create a virtual topic flood on different types of rocks. We will be using various sources to learn new information about this topic. This activity can be completed with or without the use of technology. We will go through and create some examples together. “

Slide 6: Discuss what you already know and what other wonderings you may have on igneous rocks.

Slide 7: Text Source: Use a nonfiction book about igneous rocks read together as a whole group and model how to identify relevant information from the text.

Slide 8 : Video Source: https://www.youtube.com/watch?v=cuFGMk_sDa4 Repeat the same process as slide 7 as a whole group.

Slide 9: Website Source: <https://www.coolkidfacts.com/igneous-rocks-for-kids/> Repeat the same process as a whole group to ensure students are able to identify the important and relevant information.

Slide 10: Discussion Points: Using the questions on this slide, discuss with students why it is important to use different sources to find out information and if different types of sources are easier to use than others.

Slide 11: Your Turn: Please use your teacher discretion when deciding to provide students with pre-created [student slides](#) for them to use or having them create their own. Alternatively students can use a [minibook](#). Students will be able to choose to research either sedimentary or metamorphic rocks.

(Note: It may be beneficial for students to be working on one slide per day.)

TEACHER REFLECTION / NEXT STEPS

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