|  |  |  |
| --- | --- | --- |
| ***WALT Activities with Differentiated Choice Board*** | | |
| **Mini Unit Plan – Muscles** | | |
| **Must do:** *2 activities* **Should do:***4 activities* **Could do:** *5 activities* | | |
| **We are learning to…** *identify leg muscles and explain their key use.* | | |
| **Genre** | **Without Device** | **With Device** |
| **Writing / Reading** | *Use Table of Contents and Index to skim and scan selection of books in classroom.*  *Note take in 1B5s* | *Look up information using* ***Google*** *(see how to use Google chart on wall or on Class Notebook Contents page). Make a table and insert notes into own* ***Class Notebook.*** |
| **Image result for volcanoesVisual** | *Draw an infographic.*  *It should be clearly labelled with muscles, as well as their uses.* | *Watch* ***videos,*** *including:*  <http://study.com/academy/lesson/leg-muscles-anatomy-support-movement.html>  *Paste clip into* ***class notebook****. Bullet-point key points in writing underneath.*  *Look up good, labelled* ***images*** *that help identify leg muscles. Add these to your* ***class notebook.***  *Use any app/programme (eg:* ***sway, PowerPoint/movie maker****) to make a presentation about what you have found out.* ***Upload to class Notebook****.* |
| Image result for talking clipart**Oral** | *Plan questions for an interview and make an appointment with a teacher or physiotherapist to ask your questions.*  *Notetake answers.*  *Talk to a peer about what you have discovered through other activities listed in this grid. Ask them if they have any questions. Add to your answers accordingly.* | *Listen to Leg Muscle* ***song*** *-* <https://www.youtube.com/watch?v=38qjXTltvTc>  *Add clip to class notebook.*  *Learn the words!*  *Do interview in “Without Device” box,* ***record it and upload to notebook.***  *Make an* ***audio recording*** *of what you discovered through any of the other activities.* ***Upload to your class notebook.*** |
| Image result for climbing mountain**Kinaesthetic** | *Do a variety of exercises, taking note of the muscles you feel doing the most work for each.* | *Film a mate walking / running. Use slow mo to try to see the muscles working. Screen capture and label. Load onto notebook.* |
| **Mini Unit Plan –** | | |
| **Must do:** *2 activities* **Should do:***4 activities* **Could do:** *5 activities* | | |
| **We are learning to…** | | |
| **Genre** | **Without Device** | **With Device** |
| **Writing / Reading** |  |  |
| **Image result for volcanoesVisual** |  |  |
| Image result for talking clipart**Oral** |  |  |
| Image result for climbing mountain**Kinaesthetic** |  |  |

|  |  |  |
| --- | --- | --- |
| ***WALT Activities with/without device*** | | |
| **Unit Plan – Short Story Study** | | |
| **Learning Objectives** | **Without Device** | **With Device** |
| ***We are learning to*** *describe physical setting using concise vocabulary* | *Draw the setting(s), labelling it with place names.*  *Add words to describe setting(s)*  *Use thesaurus to look up more concise words for essays. Add these to diagram.*  *Write sentences to describe setting.*  *Put these together in a paragraph.* | *Use Collaboration Space – work in pairs:*   * *Look up pics of setting (or similar types of places)* * *List words to describe.* * *Use thesaurus to add to list of words.* * *Note down description of setting, then record this with Flipgrid (through Teams).* * *Comment/critique/ask questions of the Flipgrids of others.* |
| ***We are learning to*** *explain how setting affects characters.* | *Draw a Venn Diagram to show how Fred and Jan were affected in different and similar ways by the war.* | *Nil* |
| ***We are learning to*** *write a paragraph explaining how setting affected ONE character.* | *Nil* | *Find annotated exemplar and checklist of what to include in paragraph on Class Notebook.*  *Write para on Word in One Drive.*  *Copy checklist over and place under para. Self-mark. Then share with a peer to mark also.*  *Finally, share with teacher.*  *Complete feedback table on your Class Notebook.* |
|  |  |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **Unit Plan –** | | |
| **Learning Objectives** | **Without Device** | **With Device** |
| ***We are learning to*** |  |  |
| ***We are learning to*** |  |  |
| ***We are learning to*** |  |  |
|  |  |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| ***Student Inquiry Planned Around NZ Key Competencies / 21C Skills*** | | |
| **Unit Plan –Student Inquiry** | | |
| **Disposition** | **Students will…** | **Digital Tools** |
| **Caring for Self** | *Read feedback on practice exam answers.*  *Log this feedback on table provided in Class Notebook.* | ***Class Notebook*** *– student notes (Feedback tab)* |
| **Critical Thinking** | *Inquiry:*   * *Writing ‘good’ questions* * *Research critically, completing Source sheets* * *Process information* * *Putting presentation together – deciding what to keep and what to throw.* * *Reflecting throughout* | * *Work through:*   + *How to use* ***Google***   + *Source reliability and bias* * *Epic* * ***Ted Talks*** *etc etc* * ***Team Files*** * ***Students’ Class Notebooks*** *for Reflection Entries.* * ***Class notebook contents library*** *for sources / info* * *Use* ***Referencing Generator****, or refer to APA Guide to reference correctly.* |
| *Writing:*  *Sharing and peer marking* | * ***Word and OneDrive*** |
| *Mindmap:*  *Summarise new learning* | * *Use* [https://www.text2mindmap.com](https://www.text2mindmap.com/?utm_campaign=elearningindustry.com&utm_source=%2F6-best-mind-mapping-tools-creative-students&utm_medium=link) *if students want to OR on A3 paper.* |
| **Communicating** | *Inquiry:*   * *Discuss findings, collation and presentation development with group members.* * *Interview at least one person.* * *Survey online* * *Construct and deliver presentation to class.* | ***Teams*** *– Group channel - chat*  ***Phones or skype*** *(could record face to face interview on phone, then upload to CNB)*  ***MS Forms*** *to conduct survey*  ***Presentation app*** *of their choice eg Sway, PowerPoint, video…*  ***MS Edn Skype*** *to see xyz* |
| **Collaborating** | *Inquiry:*  *Decide on Team/Group roles.*  *Save info on Team Channel Files.*  *Collaborate on collation and presentation of material.*  *Collaborate on creation aspect.* | ***Teams*** *– files and chat on* ***group channels.*** |
| **Contributing** | *Contribute to Team for Inquiry*  *Approach PaknSave Papamoa to speak to them about plastic bags in veg area and the sale of battery hen eggs and caged piggy pork.* |  |
| **Creating** |  | *Up to students – could, using whatever technology they need:*   * *Make a video to play to Manager* * *Design pamphlets to give out to customers on way into store.* * *Design strong paper bags….* |
| **Unit Plan –Student Inquiry** | | |
| **Disposition** | **Students will…** | **Digital Tools** |
| **Caring for Self** |  |  |
| **Critical Thinking** |  |  |
| **Communicating** |  |  |
| **Collaborating** |  |  |
| **Contributing** |  |  |
| **Creating** |  |  |