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| ***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** |  |  |

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| ***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.* |
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| **Unit Plan –**  |
| **Learning Objectives** | **Without Device** | **With Device** |
| ***We are learning to*** |  |  |
| ***We are learning to*** |  |  |
| ***We are learning to*** |  |  |
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| ***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.*
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| **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….*
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| **Unit Plan –Student Inquiry** |
| **Disposition** | **Students will…** | **Digital Tools** |
| **Caring for Self** |  |  |
| **Critical Thinking** |  |  |
| **Communicating** |  |  |
| **Collaborating** |  |  |
| **Contributing** |  |  |
| **Creating** |  |  |