

**CODE/MOE/UOIT Makerspaces Project-**

**School Board: Wellington Catholic District School Board**

**Grade(s): 4 -8**

**Subject(s): Language Arts & Visual Arts**

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| **BIG IDEAS: It is important for students to reflect on their strengths and passions in order to develop a sense of self or identity.**  **Curriculum Expectations:**  **OVERALL:**  **Art:** Creating and Presenting: apply the creative process (see pages 19–22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;  **Language:**  **Oral Communication:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes. | |
| **Learning Goals: We are learning to...**   1. ... reflect on our strengths and passions and how they relate to our identity. 2. ... think of symbols that reflect our interests, strengths, and attitudes. | **Success Criteria: We will know we are successful when:**  1. ...we can create an All About Me silhouette that describes me and some parts of my identity. |
| **Lesson Overview:**  **This activity is something that can be done at the beginning of the year and something that could be displayed for your school open house in September.**  Step 1: Use picture books related to identity to start the discussion about knowing who you are. (Examples of books could include: A Bad Case of the Stripes or The Name Jar.)  Step 2: Give students a questionnaire or “All About Me” sheet where they answer questions about their interests, their strengths, their attitudes, their goals, etc..  Step 3: Art Activity: Draw silhouettes of each student’s side profile on large sheet of white paper.  Students will be instructed to draw images inside their silhouette that match how they answered their “All About Me” sheet.  Step 4: Either by using Scratch and recording their voice as sound codes, or by using the HP Reveal app (previously known as Aurasma) students will record themselves talking about each image inside their silhouette.  For some video tutorials on how to use Makey Makey see here: (not exactly the same thing but close)  <https://www.youtube.com/watch?v=TxfBKrPwKRw>  <https://www.youtube.com/watch?v=bTQD782d-e8>  Here is a quick tutorial on how to use HP Reveal:  <https://www.youtube.com/watch?v=PmrUtR0YChs> | |
| **Materials and Technology:**   * Large sheets of paper for silhouettes * All About Me Questionnaire * If using Makey Makey: Makey Makey kits + computer/laptop * If using HP Reveal: iPad and HP Reveal app (formerly Aurasma) | |
| **Student Accommodations/Modifications:** | **Lesson will be differentiated by:**   * **Content, specifically:** * **Process, specifically:** * **Product, specifically:** * **Environment, specifically:** |
| **MINDS ON: Getting Started** | |
| During this phase, the teacher may:  • activate students’ prior knowledge;  • engage students by posing thought-provoking questions;  • gather diagnostic and/or formative assessment data through observation and questioning;  • discuss and clarify the task(s). | During this phase, students may:  • participate in discussions;  • propose strategies;  • question the teacher and their classmates;  • make connections to and reflect on prior learning. |
| **Describe how you will introduce the learning activity to your students.**  Picture book to get us thinking about who we are and how we should be proud of who we are. (Example: A Bad Case of the Stripes)  **What key questions will you ask?**  Students will fill out an All About Me Questionnaire. Sample of questions could include:  Name something you are good at and tell us about it.  What is personality trait that you have that makes you a likeable person?  What is one of your favourite activities to do with your family?  What is one of your favourite activities to do with your friends?  What is one of your favourite activities to do when you’re alone?  What is the best part of school?  **How will you gather diagnostic or formative data about the students’ current levels of understanding?**  Review their questionnaires. Information conversations and observations.  **How will students be grouped? How will materials be distributed?**  Individual activity | |
| **ACTION: Working on it** | |
| During this phase, the teacher may:  • ask probing questions;  • clarify misconceptions, as needed, by redirecting students through questioning;  • answer students’ questions (but avoid providing a solution to the problem);  • observe and assess;  • encourage students to represent their thinking concretely and/or pictorially;  • encourage students to clarify ideas and to pose questions to other students. | During this phase, students may:  • represent their thinking (using numbers, pictures, words, manipulatives, actions, etc.);  • participate actively in whole group, small group, or independent settings;  • explain their thinking to the teacher and their classmates;  • explore and develop strategies and concepts. |
| **Describe the task(s) in which your students will be engaged.**  Students will attempt to code a square, rectangle and parallelogram in Scratch.  **What misconceptions or difficulties do you think they might experience?**   * I suspect that the biggest issue will be that students will have a hard time elaborating about their responses. * I will look at their questionnaires and work with students who struggle to add details.   **How will they demonstrate their understanding of the concept?**  By sharing information about themselves.  **How will you gather your assessment data (e.g., checklist, anecdotal records)?**  Observation  Final product | |
| **CONSOLIDATION: Reflecting and Connecting** | |
| During this phase, the teacher may:  • bring students back together to share and analyse strategies;  • encourage students to explain a variety of learning strategies;  • ask students to defend their procedures and justify their answers;  • clarify misunderstandings;  • relate strategies and solutions to similar types of problems in order to help students generalize concepts;  • summarize the discussion and emphasize key points or concepts. | During this phase, students may:  • share their findings;  • use a variety of concrete, pictorial, and numerical representations to demonstrate their understandings;  • justify and explain their thinking;  • reflect on their learning. |
| **How will you select the individual students or groups of students who are to share their work with the class (i.e., to demonstrate a variety of strategies, to show different types of representations, to illustrate a key concept)?**  Students will share their work with the class.  This is also something I would have on display in September for the Open House with parents. | |