

KELSET Elementary Book Club  
One Without the Other by Shelley Moore  
<https://blogsomemoore.com/>

Why this book?

The diversity in classes is greater than ever before. How do we best serve all our students?

From the book:

“A once powerful word that drove equal access campaigns for students of different abilities, strengths, and challenges, the term *inclusion* has instead come to be associated with lack of funding, time and supports - a political playing card that has turned our most vulnerable learners into a burden, defined by ratios and deficits.”

“Class composition has become synonymous with impossible teaching arrangements, and reflects a pessimism toward individuals with special needs (Pugach and Warger 2011)”

How do we move from a deficit-based education paradigm to a strength-based mode? How do we use our staff more effectively and efficiently? Shelley proposes to keep Inclusion planning simple and relevant using personal, social, and intellectual goals for each subject. These goals align with the renewed BC curriculum.

As for the class as a whole, Shelley Moore talks about designing our lessons to reach the most diverse students, thus including all learners.

After reading the book, discussing the ideas presented, and developing some lesson plans based on the book, the members of the club wanted to delve deeper. We contacted Shelley Moore and have booked her to come to KELSET in January of 2021 for 3 days.

# Learning Map

Course/Subject/Grade(s): Social Studies Grade 3		Planning Team: Shaw/ Sheridan/ Mackinnon				
Unit Big Idea: Do people from diverse cultures and societies share some common experiences and aspects of life.		Unit Guiding Question(s): Do all aspects of life look the same around the world (family, food, school)				
		Need Access (emerging)	Must All (Minimally Developing)	CAN Most Developing	COULD Few Extending	TRY Challenge
Content Goals: Create slide show based on own life						
Curricular Competencies	Processing analyzing data + info	visuals - photographs	- read to	- Buddy Reading	→ high low	→ Web search
	Communicating orally/written	- Short youtube	- Copying	- Venn Diagrams		→ Independently exploring slide show
		- google earth	- oral discussion	- contributing ideas	identify key points	
		- scribing		- oral discussion	→ - make inferences* - show insight* - make connections* - asking/ extending the knowledge	

point form

they generating ideas

### Backward Design Unit Planning Template: Building the Curricular Plane

Grade: <u>3</u>	Subject Area(s): <u>SS</u>	Planning Team: <u>Shaw/Sheridan/Mackinnon</u>
Big Idea <u>Do people from diverse cultures and societies share some common experience and aspects of life</u>	Unit Guiding Question(s): <u>Do all aspects of life look the same around the world (family, food, school)</u>	
Content Goal <u>Slide Show</u>	I know... <u>That kids lives around the world are different</u>	
Curricular Competency Goal <u>Processing / analyzing</u>	I can... <u>create a venn diagram to compare + contrast aspects of a child's life in two countries</u>	
Curricular Competency Goal <u>Communicating</u>	I can... <u>create a slide show of a day in my life</u>	
Curricular Competency Goal <u>Evaluating</u>	I can... <u>make infrences from visuals based on someone's life</u>	
Curricular Competency Goal	I can...	
Core Competency Goal <u>I can change my thinking when presented with new ideas.</u>	I can become... <u>more globally aware of kids life around the world.</u>	

### Backward Design Unit Planning Template: Building the Curricular Plane

Grade: 4/5	Subject Area(s): Science	Planning Team: Lisa + Alana
Big Idea: Multicellular organisms have organ systems that enable them to survive and interact within their environment.		Unit Guiding Question(s):
Content Goal	I know... the basic structures and functions of body systems. <ul style="list-style-type: none"> <li>• digestive</li> <li>• respiratory</li> <li>• musculo-skeletal</li> <li>• circulatory</li> </ul>	
Curricular Competency Goal	I can... Identify questions to answer or problems to solve through scientific inquiry	
Curricular Competency Goal	I can... with support, plan appropriate investigations to answer their questions or solve problems they have identified.	
Curricular Competency Goal	I can... cooperatively design projects	
Curricular Competency Goal	I can... communicate ideas, explanations, and processes in a variety of ways	
Core Competency Goal	I can become... a critical thinker I can find and use a variety of resources when looking for information when I read books and search online.	

# Learning Map

Course/Subject/Grade(s):		Kindergarten		Planning Team:		Clare Vandusen + Christine Jensen	
Unit Big Idea:		Humans interact with matter through every day familiar materials		Unit Guiding Question(s):		What qualities do different forms of matter have?	
		Access	All	Most	Few	Challenge	
Content Goals:		effect of size, shape, and materials					
Curricular Competencies	observe objects in familiarity	variety of <del>objects</del> on tables	look at materials	determine what materials are	use descriptive language	identify solid, liquid, gas	
	Discuss observations	talk in group	discuss with peers	speak within group	speak to other groups	share with whole class	
	Represent observations	sticky notes on tables	draw pictures of objects	write descriptive words	write many descriptive words	identify and write solid, liquid or gas	
	Safely manipulate materials	<del>on</del> accessible objects on tables	look at objects	leave objects on table	observe only no touch	↔	

carefully touch