

ADST

Connecting a Design
Challenge with Writing
Opportunities ...



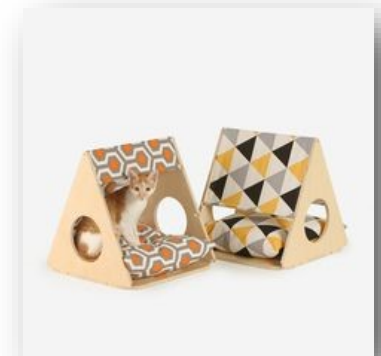
ADST

The Design challenge

Example: Design a pet carrier that is strong enough to carry a 100g pet and other pet care items.

After having a wonderful hands-on experience like this, invite your students to do a piece of writing. The examples that follow are from Sarah Beynonbrown's grade 2/3 class at Courtenay Elementary.

Thanks Sarah !



ADST

Design challenge:

Design a pet carrier that is strong enough to carry a 100g pet and other pet care items.

The students in this class have been focusing on adding *details* to their writing. Please notice how students have highlighted the places in their writing in which they added details. They also self assessed using the rubric Sarah created for them. Positive, descriptive feedback was provided for each learner.

Clear criteria = ability for students to self-assess = an opportunity for the teacher to provide meaningful feedback

ADST

The screenshot shows the BC's New Curriculum website. At the top is a dark blue header with the British Columbia logo and the text "BC's New Curriculum". To the right of the header are links for "English" and "Français". Below the header is a navigation bar with tabs for "HOME", "CORE COMPETENCIES", "CURRICULUM", "ASSESSMENT", and "GRADUATION". The "CURRICULUM" tab is selected. Below the navigation bar is a dark blue section for "Applied Design, Skills, and Technologies 3". This section includes a breadcrumb trail: "Applied Design, Skills, and Technologies K 1 2 3 4 5 6 7 8 9", where "3" is underlined. Below the breadcrumb trail is a horizontal menu with links for "Introduction", "Goals and Rationale", "What's New", "Resources", and "Curriculum Overview", followed by a "Download Curriculum" button. Below the menu is a section for "Core Competencies" with three icons: "C" for Communication, "T" for Thinking, and "PS" for Personal & Social. Below the Core Competencies section is a section for "Big Ideas" with three white circles containing text: "Designs grow out of natural curiosity.", "Skills can be developed through play.", and "Technologies are tools that extend human capabilities."

BRITISH COLUMBIA BC's New Curriculum English Français

HOME CORE COMPETENCIES CURRICULUM ASSESSMENT GRADUATION

2016/17

Applied Design, Skills, and Technologies 3

Applied Design, Skills, and Technologies K 1 2 3 4 5 6 7 8 9

Introduction Goals and Rationale What's New Resources Curriculum Overview Download Curriculum ▼

Core Competencies

C Communication T Thinking PS Personal & Social



Big Ideas


Designs grow out of natural curiosity.

Skills can be developed through play.

Technologies are tools that extend human capabilities.


ADST

 Learning Standards Show All Elaborations 

 Curricular Competencies

Students are expected to be able to do the following:

- ▶ [Ideating](#)
 - Identify needs and opportunities for designing, through exploration
 - Generate ideas from their experiences and interests
 - Add to others' ideas
 - Choose an idea to pursue.
- ▶ Making
 - Choose tools and materials
 - Make a [product](#) using known procedures or through modelling of others
 - Use trial and error to make changes, solve problems, or incorporate new ideas from self or others
- ▶ Sharing
 - Decide on how and with whom to [share](#) their product
 - Demonstrate their product, tell the story of designing and making their product, and explain how their product contributes to the individual, family, community, and/or environment
 - Use personal preferences to evaluate the success of their design solutions
 - Reflect on their ability to work effectively both as individuals and collaboratively in a group
- ▶ Use materials, tools, and technologies in a safe manner in both physical and digital environments
- ▶ Develop their skills and add new ones through play and collaborative work
- ▶ Explore the use of simple, available tools and [technologies](#) to extend their capabilities

 Content

Students are expected to use the learning standards for Curricular Competencies from Applied Design, Skills, and Technologies K-3 in combination with grade-level content from other areas of learning in cross-curricular activities to develop foundational mindsets and skills in design thinking and making.



Walt

We Are Learning to:

add details to our writing.



I can add details to my writing.

Me	My Teacher	Assessing My Writing
		I added lots of details to my writing.
		I included details about colour, size, shape and texture.
		I included sensory details about things I smelled, heard, touched and felt.

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What does descriptive feedback look like?

This strategy is often misunderstood. The following samples serve to demystify what positive, descriptive feedback can look like.

Adding Details: Descriptive Feedback

When students have added details to their writing, they can highlight each one as a form of self assessment. To go along with this highlighting, the teacher adds some descriptive feedback that is specific to this target. Here are a few ways you might want to tell your students they've added details to their writing. But be prepared. When you hand back their writing and it's filled with positive, descriptive feedback, they won't hear a word you have to say until they've had time to savour all you've written!

e.g.

I love this detail!

Your detail made me paint a picture in my mind!

Awesome detail!

* detail!

A clever detail!

Crystal clear detail!

Such an original detail!

A creative detail!

A colourful detail!

I can see this detail!

Feedback about Sensory Details:

a detail about size *

a detail about texture *

a detail about colour *

a detail about shape *

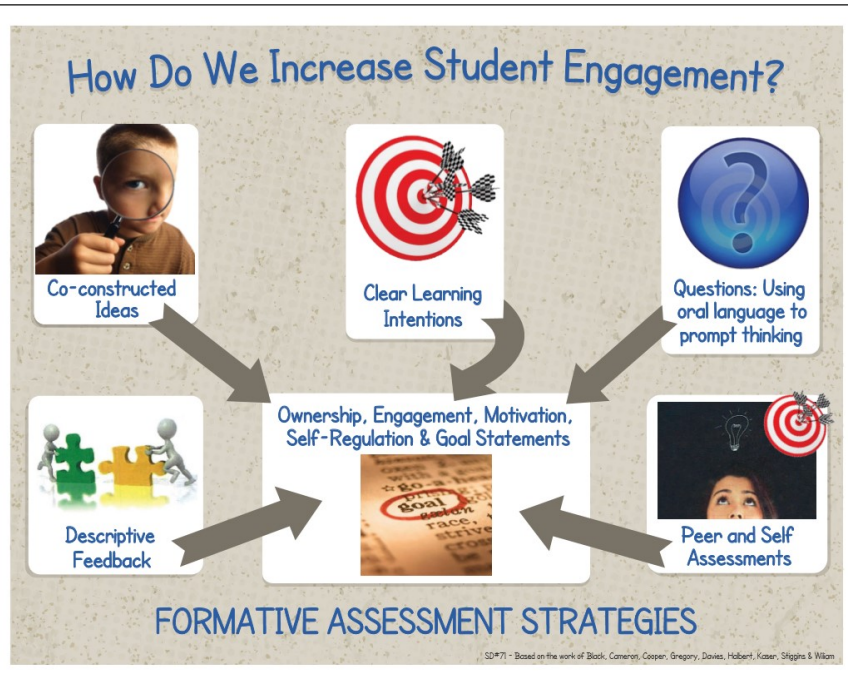
a detail about feelings *

a detail about smell *

a detail about what you saw *

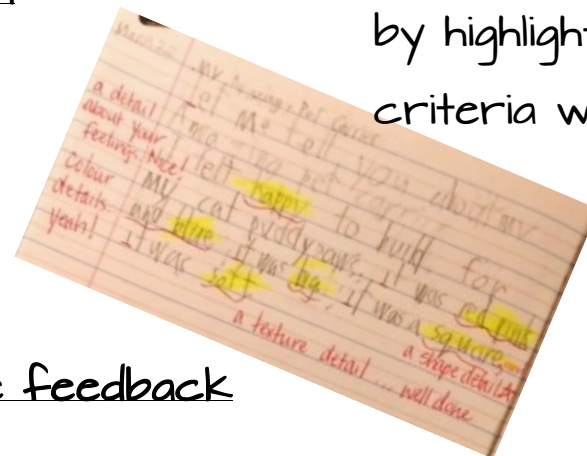
a detail about what you heard *

a detail about taste *



A clear learning intention

Student self-assessment
by highlighting where
criteria was met



Positive, descriptive feedback
from a teacher



March 22

My Amazing pet Carrier.

Let me tell you about my pet Carrier. My pet Carrier had lots of fabric in it. My mom help it me.

I have a ^{small size detail ... fabulous!} lamp in my pet carrier. I have a table.

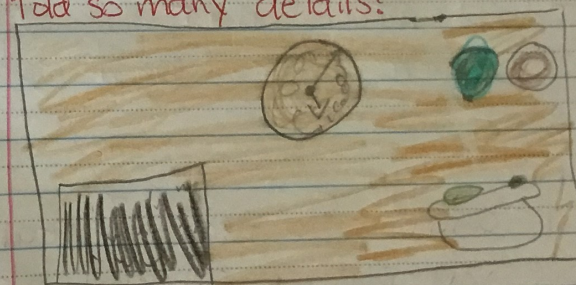
I have a carpet, and it is fluffy. ^{a texture detail}

I have a ^{round} rainbow ^{bed} bed. ^{*details.}

blanket, and a peg. and I have a water bowl and a food bowl. And I have a sliding glass door.

I have a clock. it's near the food bowl. I felt rilly ckreators. ^{a feeling detail! Wow!}

Caithlyn, this is amazing writing. You've told so many details!



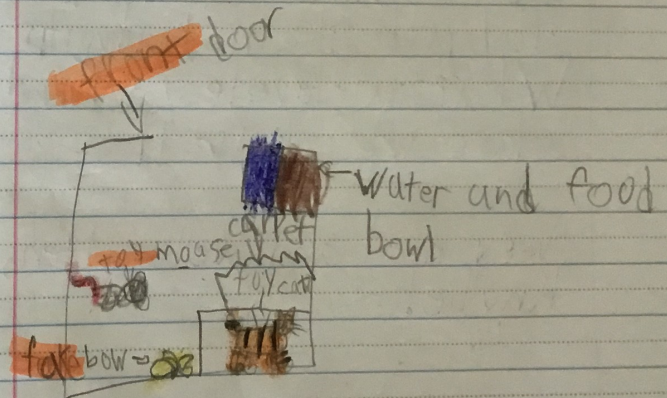
Caithlyn		
My teacher	Assessing My Writing	
✓	✓	I added lots of details to my writing.
✓	✓	I included details about colour, size, shape, and texture.
	✓	I included sensory details about things I smelled, heard, touched and felt.

Khylie march, 22 My Awesome Pet Carrier!
 Let me tell you about my
 a describing detail!
 amazing pet carrier.

I made a pet carrier. It
 was amazing. I also had
 a really soft material!!! a texture detail!
 my pet carrier was short. a size detail!
 My pet carrier is square. a shape detail!

I have a toy cat that
 sleeps in it!!! I felt
 a feeling detail!
 happy, but it was hard
 to build.

Khylie, you've written a
 very detailed paragraph!
 Excellent writing!



Me	My teacher	Assessing My Writing
✓	✓	I added lots of details to my writing.
✓	✓	I included details about colour, size, shape, and texture.
✓	✓	I included sensory details about things I smelled, heard, touched, and felt.



March 22

My first Pet carrier

Today I am telling you about
My first Pet carrier.

It is medium. • a great detail about size
It has a rainbow ^{colour detail → fabulous!}
It has fuzz. I felt happy
building my base. ^{a texture detail} and a ^{detail about feelings!}

- telling
- medium
- rainbow

Mercedes, you have described your pet carrier so well! I really like that you felt happy when building it. 😊

Me	My teacher	Assessing My Writing
	✓	I added lots of details to my writing.
	✓	I included details about colour, size, shape, and texture.
	✓	I included sensory details about things I smelled, heard, touched, and felt.

My AMAZING Pet
 Let me tell you about
 my cool Pet carrier,
 My carrier is ^{a detail} medium.
 it has a comfy ^{awesome detail}
 bed and FOOD,
 water it is pink ^{lovely detail}
 it was safe
 and a detail about shape!

Great details Zach. I can tell you
 enjoyed making a pet carrier.

Me	My teacher	Assessing My Writing
		I added lots of details to my writing.
		I included details about colour, size, shape, and texture. ✓✓✓
		I included sensory details about things I smelled, heard, touched and felt.



March 22 My Amazing Pet Carrier

Let me tell you about my amazing pet carrier!

My pet carrier's size is

★ a size detail

my pet carrier has two windows, and one front door. In side of my pet carrier

★ a texture detail

has a fuzzy bed, and the bed

colour details!

colour is dark pink, brown and

Fabulous!

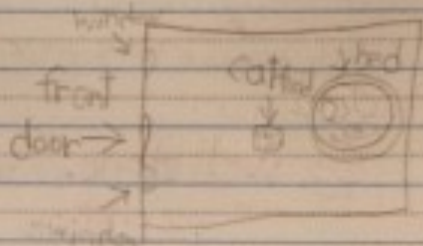
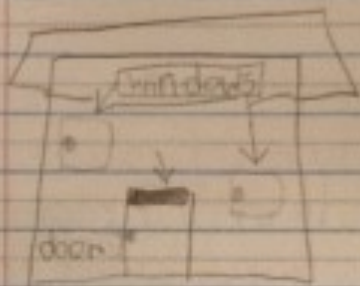
white. I have a cat food beside

★ texture

The fuzzy bed. I felt proud

of my self!

a great detail about how you felt! Well done!



What a detailed paragraph! Fantastic writing, Anna!

Me	My teacher	Assessing My Writing
✓	✓	I added lots of details to my writing.
✓	✓	I included details about colour, size, shape, and texture.
✓	✓	I included sensory details about things I smelled, heard, touched, and felt.



march 22

my Amazing pet carrier

Let me tell you about my
Amazing pet carrier!

my little doggie lives here!

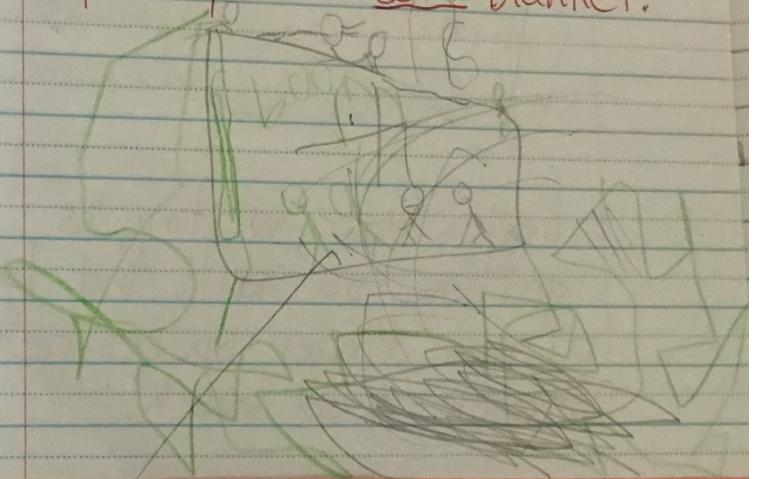
There is a very soft blanket!

to cover my doggie!

My bag is on the wall!

★ detail

Kevin, I really like reading
about your pet carrier.
Especially the soft blanket!



Me	My teacher	Assessing My Writing
✓	✓	I added lots of details to my writing.
✓	✓	I included details about colour, size, shape, and texture.
✓		I included sensory details about things I smelled, heard, touch and felt.

part 1 the pet carrier

March 22 let me tell a tiny story about



my short pet carrier In the big van ^{a detail about place! Nice!}

a ^{detail} pet carrier with some ^{great detail!} furry materials and hard materials. I was brown ^{colour detail!}

It had pink, blue, lime, purple, ^{more colours! Wow!}

It also had a window window door!

It was a rectangular shape, I smell!

The fuzzy ^{rainbow} material, I heard the

door open and close! ^{small, but good}

over for me! I felt the fuzz!

Rainbow carpet, but some said

MY CATSWONT FIT IN IT!!

I made it in the library at school

at 2:00 It was which pet carrier

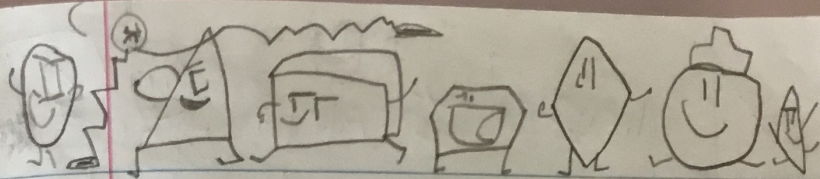
To me Its ^{a detail about feelings!} really special

and please

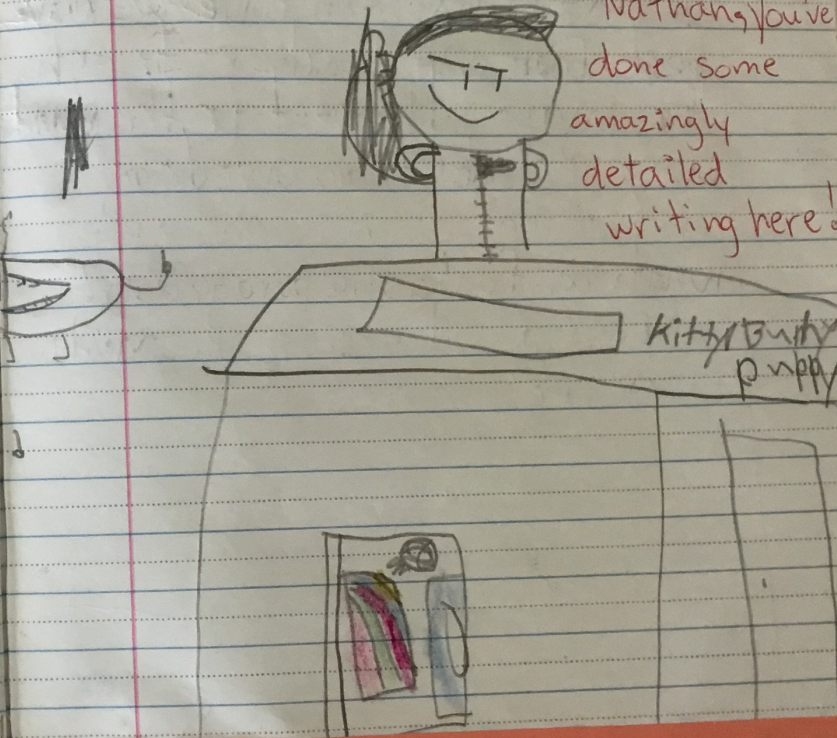
I can picture the fuzzy rainbow carpet! Great detail!

a detail about the time!

Very nice!



Nathan, you've done some amazingly detailed writing here!



Me	My teacher	Assessing My Writing
✓	✓	I added lots of details to my writing.
✓	✓	I included details about colour, size, shape, and texture.
✓	✓	I included sensory details about things I smelled, heard, touched, and felt.



A rich, hands-on
experience
Offers opportunities
to fuel writers.