

GRADE 1 SCIENCE, ARTS, AND ELA: Making Winter Dioramas

Summary of Learning Opportunity

This is a Science task that incorporates elements from Arts Education and English Language Arts. The task was designed as a summative assessment piece for the students to showcase their learning about how animals survive the winter. Prior learning consists of students conducting an inquiry into how animals in the local environment survive the winter. They listened to multiple fiction and nonfiction read-alouds about different animals and their winter behaviours, followed by experiments testing the physical adaptations of animals that help them survive the winter.

Curricular Competencies and Content	Science Grade 1	<ul style="list-style-type: none"> • Transfer and apply learning to new situations • Communicate observations and ideas using oral or written language, drawing, or role-play • Behavioural adaptations of animals in the local environment
	Arts Education Grade 1	<ul style="list-style-type: none"> • Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play
	English Language Arts Grade 1	<ul style="list-style-type: none"> • Identify, organize, and present ideas in a variety of forms • Use sources of information and prior knowledge to make meaning • Metacognitive strategies • Oral language strategies

Literacy Connections

Instruction and Assessment

Competencies Developed, Practiced, and/or Assessed

LITERACY: Comprehends texts—
Analyzes texts



Teacher introduced the task by showing the class example dioramas to examine as a group. Students were asked questions about:

- the materials used
- the positioning of the objects
- what they thought the diorama was about/showing and how they knew



Communicate observations and ideas using oral or written language, drawing, or role-play

LITERACY: Applies Understanding –
Extracts ideas and information



Teacher explained the task to students – working with a partner they were to create their own dioramas about animals in the winter. The class reviewed what they had previously learned and reviewed the terms: hibernation, migration, adaptation



Transfer and apply learning to new situations
Use sources of information and prior knowledge to make meaning

LITERACY: Applies Understanding –
Synthesizes ideas and information



The class brainstormed a list of animals that hibernate, migrate, and adapt during winter. Picture books were used to review behavioural features such as the different places that animals hibernate (caves, mud, logs).



Transfer and apply learning to new situations
Use sources of information and prior knowledge to make meaning

LITERACY: Develops Ideas – Generates ideas

LITERACY: Communicates Ideas and Information – Presents ideas and information

Students sketched and planned out their dioramas before beginning to create them. Each partner group was asked to create a diorama showing at least one animal hibernating (including setting), one animal migrating, and one animal adapting.

Communicate observations and ideas using oral or written language, drawing, or role-play

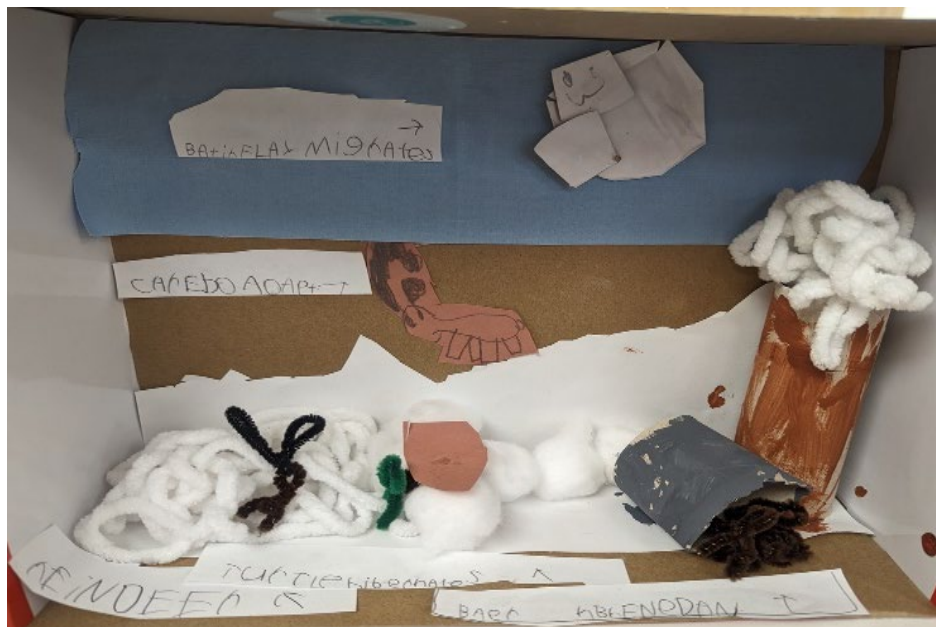
Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play

Identify, organize, and present ideas in a variety of forms

Proficient Student Work, Teacher's Assessment and Reflection

Teacher's Reflection

Learning Pathways supported my planning and enabled me to develop an activity for students to demonstrate proficiency in Literacy and in several curricular competencies. I was confident in the connections between Learning Pathways and the Curricular Competencies and knew this activity would provide a way for students to demonstrate their understanding of the content covered. Learning Pathways supported me in conducting meaningful assessment of student learning and provided an opportunity to assess English Language Learners in a holistic way.



Teacher's Observations and Assessment

This student is a recent immigrant and loves to share their ideas and/or answers during class discussions, but often has a hard time expressing them. Fortunately, the student is a talented artist, and is often able to represent thinking visually. The student was able to recall the different types of animals explored during the Animals in Winter inquiry and remembered the different places in which they hibernate. They were able to incorporate prior knowledge into their diorama with minimal support and created labels for their diorama including the type of animal and their behaviour. The student really enjoyed the hands-on activity and expressed themselves through art, giving them a vehicle to demonstrate their understanding of the science concepts. The student effectively used the materials provided to showcase their learning. Once the diorama was complete and labeled, the student was able to orally talk about what they had done (with some support and prompting).