

# Facilitation of Learning Choices in Junior Primary

**Teacher role:** provide students with meaningful choice in order to support self-directed learning skills. Choice can be around:

- thinking pathway (analytical, creative or reflective/ depth and complexity)
- content (choice of sub-topic: e.g. volcano for natural disaster, setting development for narrative)
- product (choice of how you show your learning)
- resource (choice of how you access information)
- \*lesson experience (independent or paired work, choice of what to work on in lesson)

\*lesson experience should not be the only choice provided.



## Examples from Core Subjects

- choice within Mathematics
- choice within Science
- choice within English
- choice within an ongoing inquiry project (Maths, Digital Tech, HASS integration)

Name:

Date:

Student choice of which difficulty level they choose

### L3 Cat Treats Problem

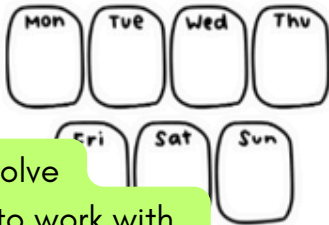
### L3.5 Cat Treats Problem

Norah has a new kitten. She buys him a bag of 120 cat treats. Norah watches him and notices these patterns:

Norah has a new kitten. She buys him a bag of 128 cat treats. Norah watches him and notices these patterns:

- 1. Each day, he eats **more** treats than the day before.
- 2. By the end of the week, the bag is **less** than **half full**.

- 1. Each day, he eats **more treats** than the day before.
- 2. Every third day, he eats **double** what he ate the day before.
- 3. By the end of the week, the bag is **less** than **half full**.



**Built** in choices:

- how to problem solve
- which quantities to work with
- how to demonstrate learning

How many treats could he be eating each day?

How many are left in the bag each night?

At the end of the week, how many treats have been eaten **in total**?

Show your thinking.

**Teacher supported adjustments:**

- changing cats to a different scenario
- exploring subtraction in a different way

How many treats could he be eating each day?

How many are left in the bag each night?

At the end of the week, how many treats have been eaten **in total**?

Show your thinking.



## Overarching

### class choice:

cooking as the ongoing Science practical focus

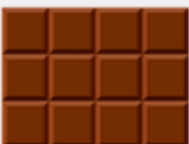
# Chemistry Investigations: Changing Chocolate Fryer Choc Chip Biscuits



How will changing the chocolate in different ways change the biscuit?

How will you change the chocolate?

block of chocolate



change action: what will you do to the chocolate to change it?  
(e.g. chop, smash etc.)

expected result

What tools will you need to do this to the chocolate?

Predictions

If we \_\_\_\_\_ the chocolate

THEN the biscuit will be

Because...

### Built in choices:

- how to change the chocolate from a solid block to an addable ingredient
- what tools to use to make this change
- whether to use drawings or written words to share thinking

### Double Batch Ingredients

- 250g butter
- 350g sugar
- 2 eggs
- 2 caps vanilla
- 600g plain flour
- 2 tbsp cornflour
- 1 tsp bicarb soda
- 1 tsp sea salt
- 600g chocolate (prepared according to your choice of change)

### Procedure

1. Add the butter and sugar to a bowl and beat until creamy
2. Add in the egg and vanilla and beat again
3. Add the plain flour, cornflour, bicarb soda and salt, and beat until a biscuit dough is formed.
4. Add the chocolate and mix until it is evenly distributed throughout the dough.
5. Use a spoon to help you make biscuits on the tray.
6. Line the airfryer with a piece of parchment paper and add as many biscuits as will fit.
7. Bake for 10 minutes at 160 degrees C.
8. Once baked, let biscuits cool for 15 minutes. Repeat until all dough is cooked.

### Observational Drawings

What does your mixture look like once the chocolate has been added?

### Cooking process choices:

- how to take turns
- members in each group
- how to share roles and responsibilities

### Cooking Result

What has changed with baking?



Would you make this **change** to the chocolate again? Why/ why not?

Evaluation of scientific choice and impact on the resulting biscuit.

**Overarching class choice:**

to continue exploring Dr Seuss, due to student interest in a previous lesson

**Built in choices:**

- choice of topic
- choice of whether to rhyme or not
- choice of whether to use the template or make your own

**WRITING LIKE DR SEUSS**

	da	da	DUM	da	da	DUM
1						
2						
3						
4						
	da	da	DUM	da	da	DUM
1						
2						
3						

**Teacher supported adjustments:**

- choice to change the yellow rhythm
- choice to explore poetry in a different way
- choice to negotiate using an iPad for the writing component
- choice to work together

1. Brainstorm words about a topic of your choice
2. Break up the words into syllables
3. Fill in the table with your words to create your poetry!

Read your lines and listen for the RHYTHM. Does it follow the pattern?

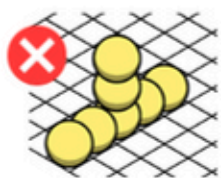
REMEMBER: words with more than one syllable are broken up into the table

# Fantastic Fractions: Toy Theatre Artwork Challenge

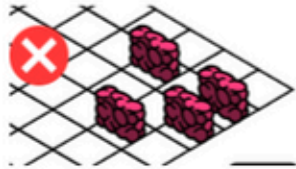
**Part 1:** Use the **BUILD** activity in Toy Theatre: Art to create a mosaic artwork.

## Essential Features

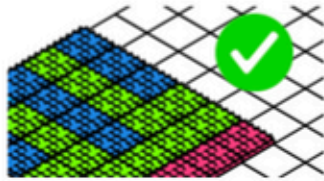
- Every square must be covered by a block.
- Every square must be covered by the same **kind** of block, and the block must cover the whole square.
- Blocks cannot be stacked on top of each other.



blocks are stacked on top of each other



blocks don't cover the whole square



unfinished (empty squares) but good block choice

## Culture Challenge

Choose from the following options for your artwork design:

1. Create a **flag** design for our community: what community values or features will you represent in your flag?
2. Create an **emblem** or **symbol** for your community event: how could this emblem or symbol be used on clothing, backpacks or other merchandise to help you fundraise for a good cause?
3. Create a bird's eye view of a **cultural landmark**: this could be a natural landmark, like Uluru, or a constructed landmark, like the Sydney Opera House. Why will this landmark be important for our community?



Which option are you choosing?

- Flag     
  Emblem or symbol     
  Landmark

What is your idea: \_\_\_\_\_

Screenshot and print your artwork once finished.

**Part 2:** Count each colour to calculate the **composition** of your artwork.



**Composition** means the way in which a whole or mixture is made up.

Colour	Number of Shaded Squares	Fraction ___/100	Decimal 0.---	Percent ___%

### Built in choices:

- choice of design challenge
- choice of attributed meaning
- choice of execution (block types, colours, placement)

### Overarching class choice:

to continue connecting learning to our community inquiry project

### Teacher supported adjustments:

- choice to use a paper grid and visual art supplies instead of a digital medium

Choice of creative thinking entry point

How is a fraction like a lighthouse, a mountain, a present or excitement?

A fraction is like \_\_\_\_\_ because

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

Student response: a fraction is like a lighthouse because it's split into different segments

How is a fraction like a lighthouse, a mountain, a present or excitement?

A fraction is like Excitement because

- 1
- 2 it was my first Time Learning
- 3 About fraction.

How is a fraction like a lighthouse, a mountain, a present or excitement?

A fraction is like a lighthouse because

- 1 it takes ideas to make it work
- 2 it takes courage to use it
- 3 that are hard to use.

How is a fraction like a lighthouse, a mountain, a present or excitement?

A fraction is like Percentage because

- 1 it has a line
- 2 it has numbers
- 3 and it has to be out of 100