

1. Planning to Use Digital and Concrete Tools

- i) Students enjoy using school laptops/tablets/mobile devices but internet access is not reliable or equipment is scarce
- ii) A wide variation in experience with and prior access to technology means that some students are able to sabotage lessons while others are frustrated with accessing the lesson materials
- iii) I am reluctant to place manipulatives around the room because some students will use them inappropriately but that means that others who would benefit from available manipulatives have less access

2. Students Who Struggle With Appropriate Behaviour

- i) Student A frequently moves about the room causing a distraction for others
- ii) Student B interrupts others or demands excessive individual attention
- iii) Student C frequently makes negative comments aloud about the content or the other students' contributions

What are our top 3 take-aways from this activity?

3. Collecting Evidence of Learning

- i) Student A has specific disabilities that prevent full participation in class activities and makes remembering ideas difficult
- ii) Student B has extremely high expectations for herself but she and her parents expect specific teaching of all important ideas that might become part of assessment
- iii) Student C requires time to build deep understanding but enjoys making connections to related ideas. He is often anxious when assessment opportunities arrive before he feels ready.

4. Supporting Students Who Have Missed All of Part of a Class

- i) Student A has been seriously ill and absent for two weeks. He is normally a committed, capable student
- ii) Student B arrived late for a class and has missed receiving materials, hearing instructions and being placed in a group
- iii) Student C is on a school team and was excused from class to attend an important out-of-town game

