

## Digital Portfolio 2023

### Module 7:

#### **Multidisciplinary learning module:**

Subject: Math and Social Studies

- Transversal skill 2: Understanding and valuing history and its actors, traditions, symbols, territorial and cultural heritage of the nation, in the context of an increasingly globalized and interdependent world.
- Learning objective: OA 7: "Demonstrate understanding of proper fractions."
- Learning objective: OA2: "Describe the process of the conquest of America and Chile."

#### **Task for students:**

- Form groups of 4 students.
- Read the fragment:

We are a group of 8 crew members, including me, the captain, making a total of 9 people on the boat. We have a long 25-day journey ahead, so we have brought 3 sacks of rice (each with 60 individual portions) and two sacks of legumes (each with 30 individual portions).

- Now, use fractions to divide the food and ensure it lasts for the entire trip. In your copybook, write a brief reflection comparing the lifestyle of the Spanish people then and now. How do you think it has changed?

#### **Assessment criteria:**

- Represent the amount of food per day for the Spanish people using proper fractions.
- Reflect as a group on the topic.
- Individually, write down your reflection in your copybook.
- Work independently and collaboratively within the group.

### Module 10:



I applied the Think, pair, share strategy and teamwork. The classroom environment helped a lot in the group work and individual work opportunity because we have a lot of anchor charts all over the classroom (examples: Steps for word problems, Scientific method, RICE, etc)

In Relation to the communication between teacher-student it was easier in some aspects for example in the understanding of instructions, as there were a lot of students sitting together if a student didn't understand something another classmate could help him with. But sometimes students also talked a lot between them and that interrupted the teacher a lot.

On the other hand the communication between student-students was very interesting because students were helping each other every time and students that had some difficulties asked for help from their table classmates. Another thing that happened is that naturally each group had a leader that made the communication between students more essay and fluent.

Some positive aspects about the dispositions of the seats were:

- Students with difficulties received scaffolding from their classmates that were on the same table.
- Students learn to work as a team and develop leadership.
- Students start respecting and accepting students that were different or had different thinking styles.
- The teacher is able to walk through the whole classroom.
- The learning environment is more relaxed and fun.

Some negative aspects about the dispositions of the seats were:

- Students sometimes get distracted by talking or playing with their table classmates.
- Some students avoid working because their classmates will do their work anyway.

-Individual work is harder, because students have difficulties in concentration and in not asking for the answers of their classmates.

**Module 12:**

**Adapted Lesson Plan**

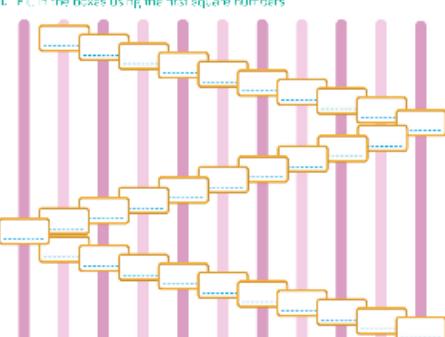
<b>Grade:</b> 5th	<b>Subject:</b> Math	<b>Time:</b> 90 minutes
<b>Objective:</b> Students Will be able to identify square numbers by working with their whiteboards and books.		
<b>Beginning:</b> <b>Mood meter:</b> students share how they are feeling with the class. The teacher asks the students what they think square numbers are. Students have 3 minutes to do a think, pair, share. The teacher explains what square numbers (the products of two factors multiplied that are the same number) are and shows an example in the whiteboard of the class. Example= $2 \times 2 = 4$ . The students write in their personal whiteboards and write an example of a square number.		
<b>Time sitting down:</b> 15 minutes. <b>Time standing up:</b> 5 minutes.		

## Middle:

Students work on the book of math and the teacher monitors and scaffolds their learning.

**13** Let's Study Square Numbers Date: 

1. Fill in the boxes using the first square numbers.



What do you need?

2. Work out how far forward you have to jump to go from one box to the next one in the chain you completed in task 1.

What do you need?

3. Solve these multiplications (the first 2, mentally; for the other 2, you can use the Magic Pad to make notes) and indicate which square number is closest to each result.

$4 \times 2 \times 3 \times 4 = \dots$  and the closest square number is .....  
 $4 \times 2 \times 3 \times 5 = \dots$  and the closest square number is .....  
 $4 \times 2 \times 3 \times 6 = \dots$  and the closest square number is .....  
 $4 \times 2 \times 3 \times 7 = \dots$  and the closest square number is .....

What do you need?

4. Complete  3 square numbers made up of the same 3 digits but in different order (256 and 625).

5. Fill in the boxes using the digits 1 to 9 so that a square number appears in each row. Each box represents a different digit.



26      27

**Time sitting down:** 25 minutes.

**Time standing up:** 5 minutes.

## End:

Altogether they check the activity of the book. The teacher answers questions and explains possible doubts.

The teacher gives each student an exit ticket in which students must write an example of a square number.

Students must evaluate their learning with the thermometer.



**Time sitting down:** 25 minutes.

**Time standing up:** 5 minutes.

**Assessment (formative or summative):**

Exit ticket (formative)

**Time sitting down: 2 minutes.**

**Time standing up: 2 minutes.**

**Adapted Lesson Plan**

**Grade:** 5th

**Subject:** Math

**Time:** 90 minutes

**Objective:** Students Will be able to identify square numbers by working with their whiteboards and books.

**Beginning:**

**Mood meter:** students share how they are feeling with the class. Every time the teacher says the feeling they are feeling they have to stand up.

The teacher asks the students what they think square numbers are. Students have 3 minutes to do a think, pair, share. They must do this activity walking around the class.

The teacher explains what square numbers (the products of two factors multiplied that are the same number) are and shows an example in the whiteboard of the class.

Example= $2 \times 2 = 4$ .

The students write in their personal whiteboards and write an example of a square number.

### Middle:

Students work on the book of math and the teacher monitors and scaffolds their learning. Students can do this activity sitting down on the floor or standing up, the idea is that they can choose how to work. Also, they can go to work outside. When this activity is ready students have a short brain break (Hot potato).

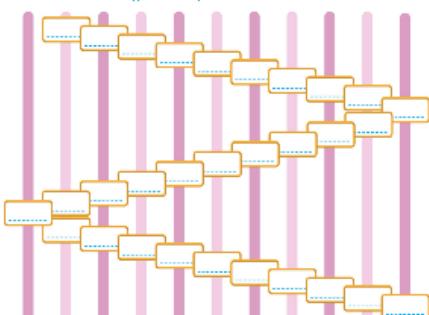
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Let's Study Square Numbers

Date:



1. Fill in the boxes using the first square numbers



What do you say?

2. Work out how far forward you have to jump to go from one box to the next one in the chain you incomplete in task 1.

What do you say?

3. Solve these multiplications (the first 2, mentally, for the other 2, you can use the Magic Pad to make notes) and indicate which square number is closest to each result.

$\times 1 \times 2 \times 3 \times 4 = \dots$ , and the closest square number is .....  
 $\times 2 \times 3 \times 4 \times 5 = \dots$ , and the closest square number is .....  
 $\times 3 \times 4 \times 5 \times 6 = \dots$ , and the closest square number is .....  
 $\times 4 \times 5 \times 6 \times 7 = \dots$ , and the closest square number is .....

What do you say?

4. Complete

 3 square numbers made up of the same 3 digits but in a different order (255 and 625)

5. Fill in the boxes using the digits 1 to 9 so that a square number appears in each row, each box represents a different digit.



26

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### End:

Altogether they check the activity of the book. The teacher answers questions and explains possible doubts. The students that have the answers correct must jump 1 time and the students that have the answer incorrect must jump 3 times.

The teacher gives each student an exit ticket in which students must write an example of a square number.

Students must evaluate their learning with the thermometer. They must stand up and point in which part of the thermometer they are.



### **Assessment (formative or summative):**

Exit ticket (formative)

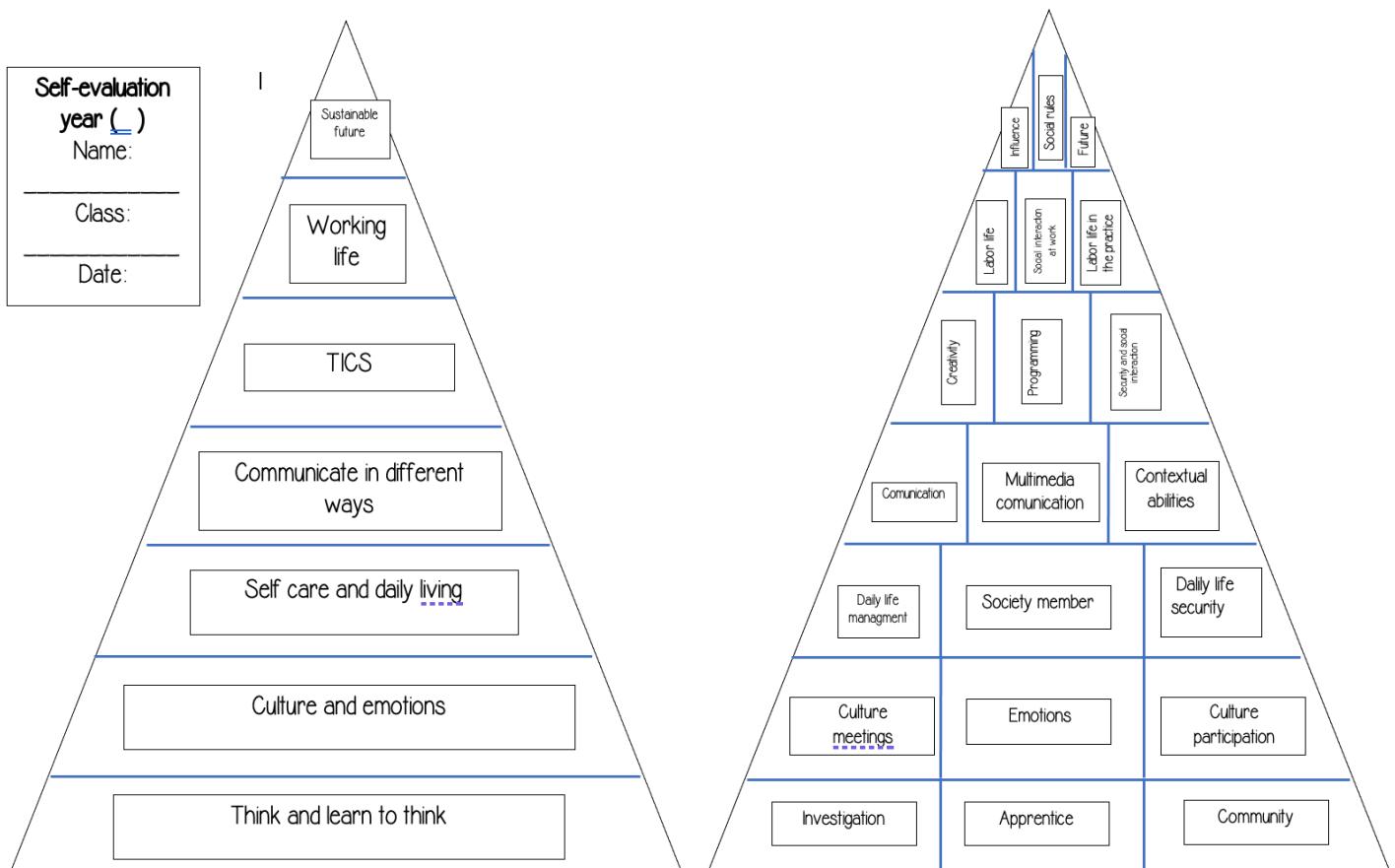
### **Module 13:**

**Evaluation drawing:** Each student will receive this pyramid at the beginning of each school year and they have to color the spaces of the pyramid they think they already have developed.

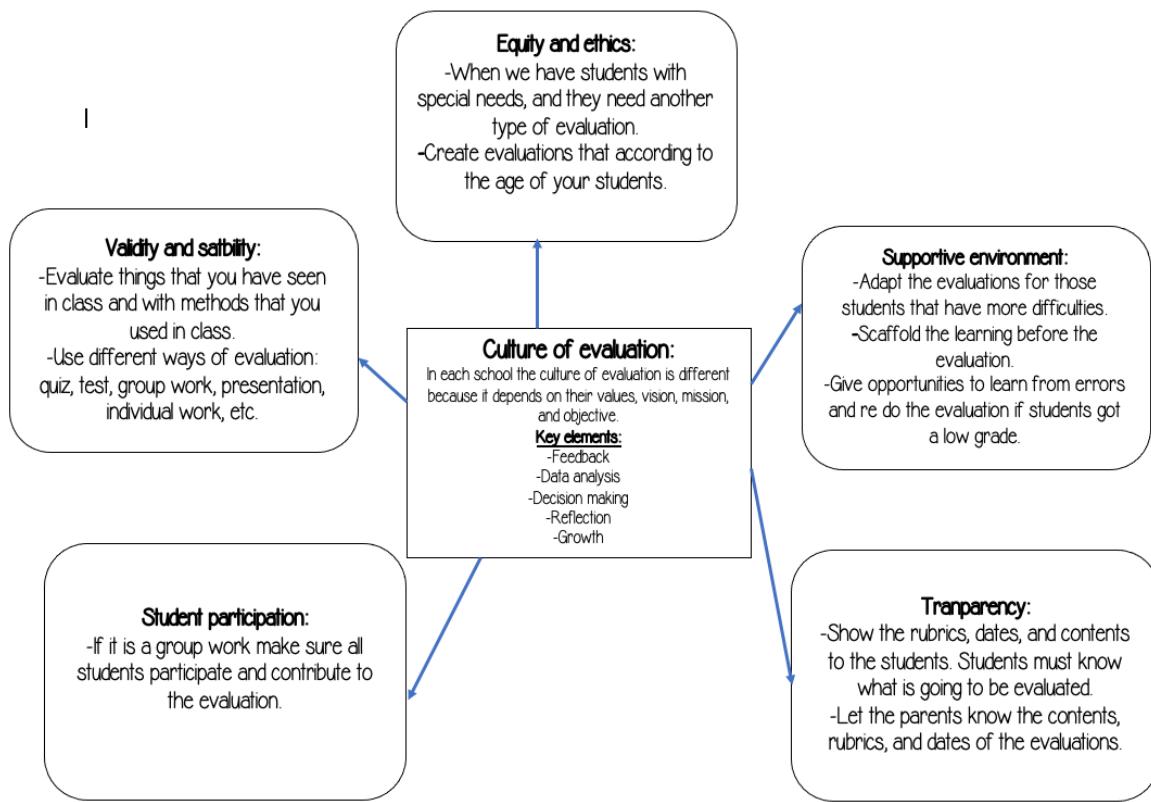
The pyramid is also given to the students at the end of the school year and they also have to color the new boxes they think during the year they were able to develop.

The idea is that each student has a folder with all the pyramid done starting from 1st grade until 5th grade so they can see their progress and know in what areas they still need to work on.

Finally, this evaluation method is evaluating the abilities of the students in a general way for knowing if the students are prepared for adult and future new learnings.



## Mind map culture of evaluation:



## Module 14:

**Choose a task or an assignment:** Unit Assessment 2: Now and then: How have the native peoples of Chile changed?

### 1. Learning objectives:

- LO 1: Describe the lifestyles of some of the native peoples of Chile in the pre-Columbian period, including geographic location, natural environment they inhabited, nomadic or sedentary life, roles of men and women, tools and technology, main activities, housing, customs, language, beliefs, food and festivals, among others.
- LO 2: Compare the way of life and cultural expressions of some indigenous peoples present in Chile today (such as Mapuche, Aymara or Rapa Nui) with respect to the pre-Columbian period, identifying aspects of their culture that have been maintained to the present and aspects that have changed.

### 2. Plan the assessment:

The assessment is going to be an oral presentation in groups of 4-5 students, about one native people village. They are going to have time in classes to prepare for it. Before the assessment there's going to be classes about all the villages that will be sorted by the groups for the presentation.

Assessment criteria:

- They differentiate between nomadic and sedentary according to their way of life.
- Identify the language, beliefs, festivals and customs of native peoples.
- They illustrate and recreate traditions and customs of the peoples studied.
- They recognize the current way of life of some indigenous peoples and compare it with the pre-Columbian period.
- Identify customs and traditions of native peoples that are maintained in the present.

### **3. Rubric:**

Assessment criteria	Achieved	Moderately successful	To achieve
Demonstrate during the presentation the way of life of the people (nomadic - sedentary)	The lifestyle of the people is explicitly observed through key elements such as transportation, food and clothing.	The village lifestyle can be identified, but not all key elements (transportation, food, clothing) are included.	The village lifestyle cannot be identified, as key elements (transportation, food, clothing) are not included.
They use some words in the native language	Some words from the language of the people are used. In case it is a dead language, its name and origin are mentioned, demonstrating an investigative process.	It is implied that the people had a native language, however, some words are not used in it. In the case of a dead language, its existence is implied, but no investigative process is shown.	There is no mention or use of the native language, nor is there any evidence of an investigative process in this regard.
They represent the traditions of the village.	A native tradition is represented, demonstrating the investigative process following its structure.	A native tradition is represented, however, no knowledge of the tradition is observed, leaving out key	A tradition of the people is not represented.

		elements such as structure, dress, etc.	
They use the clothing of the people studied respectfully.	Wear clothing that represents the people in a respectful way. Taking into account their lifestyle and traditions.	They wear clothing that represents the village, but key elements such as lifestyle and traditions are not taken into account.	The clothing of the native people is observed, however, disrespectful behavior towards the people is observed. Or, directly, the clothing is not observed.
They recognize the current way of life of some indigenous peoples and compare it with the pre-Columbian period.	An investigative process is observed with respect to the life of the natives at the present time. In addition, there is evidence of a reflective process with respect to how the life of the native people has changed.	An investigative process is observed with respect to the life of the natives at the present time. There is no evidence of a reflective process regarding how the life of the native people has changed.	No knowledge is demonstrated with respect to how the native people live today and thus, the reflective process is non-existent.
Identify customs and traditions of native peoples that are maintained in the present.	Demonstrate knowledge of how the indigenous people have been able to adapt their customs to the present day, mentioning at least two concrete ways in which this is observed today.	They show knowledge about how the indigenous people have been able to adapt their customs to the present, however, no concrete examples of the above are explicitly mentioned.	It does not show an investigative or reflective process on how indigenous peoples have adapted their traditions to the present day.

## Module 16:

LESSON PLAN		
<p style="text-align: right;">Teacher: Miss Elisa and Miss Cata Course: 5th grade Date/Time: March, 80 minutes</p>		
SUBJECT OF THE LESSON	WHAT – Main new concepts	WHY – The goals of the lesson (pay attention that you include goals for skills, knowledge and social/emotional aspects, as well)
<p>-Math, taking especially Tina in consideration when planning this lesson plan. (Tina tiene Trastorno por Déficit de Atención con Hiperactividad (TDAH). Tina es impulsiva, le cuesta quedarse quieta y escuchar instrucciones. Su letra es desordenada. Pierde sus pertenencias y no puede llevar control del tiempo. A menudo llega tarde a la escuela. A veces deambula por el salón de clases. Se frustra fácilmente si no sabe qué hacer. Tina tiene talento para la gimnasia.) All the parts of the lesson plan which especially take Tina in consideration are in green.</p>	<p>-Vertical Multiplication -Factor -Factor -Product</p>	 <p>-Students will learn how to multiply numbers if three digits with number of two digits. -Students will get familiar and remember the concepts of factor, factor and product that are part of multiplications. -Students work in an individual way. -Students learn to organize in their copybooks and personal whiteboards.</p>

When – The timing and structure(min)	What – Describing the teaching and learning processes	How – methods to be used, differentiation	Demonstration, teaching aids, manipulatives and other materials, differentiation	What and when
		(Various working methods that meet the goals e.g., individual working, pair or group work, station work, teaching discussion, frontal teaching, hands on -activities)	(e.g., at the whiteboard, e - materials and equipment, books, pocket dice, games, worksheets)	(Describe what is happening in the classroom. What the teacher is doing and where, how about students)
<b>motivation and beginning of the lesson</b>	-Morning routine (have all the material necessary for doing the lesson).  -Mood meter to know how students feel with multiplication.  -Remembering the parts of multiplication by doing gymnastic movements.	-Individual work	-Mood meter -Gymnastic	-The teacher shows the mood meter in a PPT and students must raise their hand to answer.  -Tina shows what movement is going to relate to the specific part of s multiplication to the whole class.  -Students are in a big circle standing around Tina.
<b>teaching</b>	-The teacher models how to solve a vertical multiplication in front of the whole class.	-Peer work -Frontal teaching	-Whiteboards	-Teacher explains the step by steps to solve a vertical multiplication.

	-Students solve a vertical multiplication with their partners in their personal whiteboard and when the teacher says tell me all the peers raise, they're whiteboard and show their work to the whole class.  Then the teacher calls Tina at the front to solve the exercise in the whiteboard to the whole class	-Student teaching		-Students solve some practice exercise in their whiteboards in peers.  -Tina explains and solve the exercise for the whole class in the classroom whiteboard.
<b>working</b>	-The teacher writes some vertical multiplication exercises o the whiteboard of the class and each student must solve them in their personal copybooks.  -The copybooks must be neat, organized and tidy if not the teacher asks the students to do the work all over again.	-Individual work	-Copybook -Pencil case	-Students are working in silken and individually.  -The teacher monitors and scaffolds the learning.
<b>revision and ending the lesson</b>	-The teacher says the correct answers to the vertical multiplication's students solved in their copybooks if students get the correct answer they have to stand up and jump 3 times If students have the incorrect answer, they have to check it and stand up and do 3 jumping jacks	-Individual work	-Copybook -Pencil case	

<b>Feedback and assessment</b> (e.g., self, pair, peer, group assessment, observation)
Students use the metacognitive thermometer to show how they learn the topic. This will help Tina see that all students will be in different part of the thermometer so if she is not that confident with her learning avoid frustration and understand that learning is a process and that she has to continue practicing.

<b>Homework</b> (when is the old homework checked and new given? Is there a need for homework?)
Students must create a son, story, dance, gymnastic presentation, etc to explain the step by step for being able to solve vertical multiplications. In addition to the previous task they must bring the example they used before written in their math copybooks in a clear and organized way.
<b>Remarks</b>
<b>Teacher notes and reflection for the lesson</b> (what worked well and can be used later, did all learn or do we need to study this topic more later on etc.:

## **Module 17:**

### **Support teaching plan**

Student:

Jona has hearing problems.

The right ear is deaf and Jona wears an unnoticeable hearing-aid in the left ear.

Jona treats everyone nicely and makes friends easily. Jona is a peacemaker.

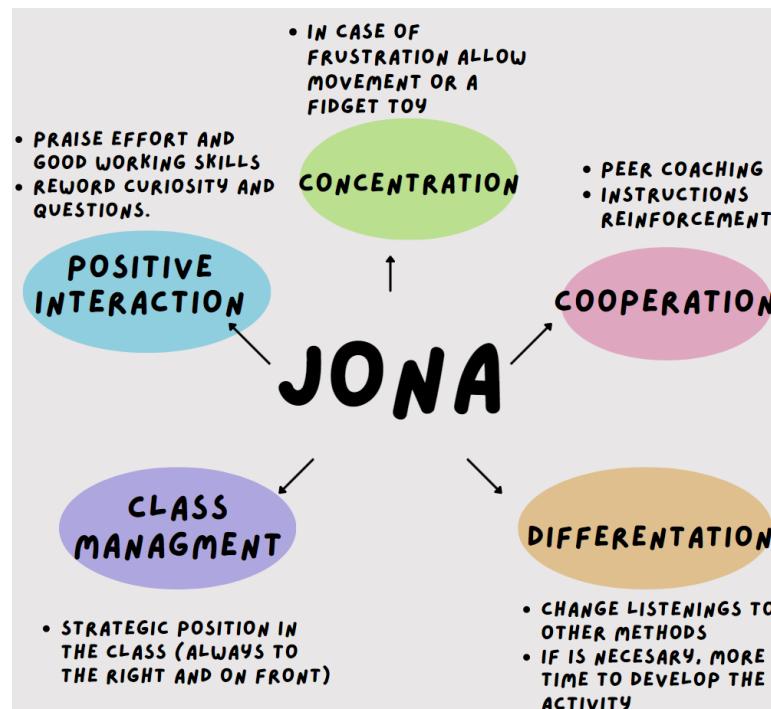
**Concentration:** We don't have any concentration issues with Jona, but just in case, the proposal offers two provisional strategies to deal with it, allow movement and a fidget toy.

**Cooperation:** Jona makes friends easily, that's why this is a key part for the supporting teaching plan. Bet on collaborative peer work is a good chance for the student to ask questions about the instructions or the activity itself.

**Differentiation:** Considering that the issue it's about hearing problems, all the listening exercises will be changed for other methods and, if the case requires, Jone will have more time to reinforce the instructions and to make the activity.

**Class management:** The right ear of Jona is deaf, but on the left he has a hearing-aid device, that's why his position in the class will always be to the right and in front.

**Positive Interaction:** This is also a priority part of the supporting plan, because the idea is to reward questions and curiosity when the student don't understand the instruction. Always trying to intensify his curiosity and eliminate any trace of shame for his condition.



## **Module 18:**

### **Communal welfare meeting**

Topic: "Promoting good coexistence in the school community"

Gol: Generate healthy coexistence habits that are established in the school culture as a routine, starting in elementary school.

Members of the community:

- Principles of elementary school.
- 3 Homeroom teachers (1 per grade).
- Psychologist of the cycle.
- 3 Students (1 per grade)
- 2 Parents of the cycle.
- + specialist invited: psychologist specializing in good school coexistence

Agenda:

- To carry out a diagnosis of the community's knowledge on this topic by means of a quantifiable method (google forms, google jamboard, etc.).
- Based on the results, generate small, short-term objectives that contribute to the achievement of the overall objective. For example:
  1. Make a one-week plan where every morning the head teacher and the students work together on the concept of school coexistence and reach a full knowledge about it.
  2. In the following week the whole class will set concrete objectives that will help the school coexistence.
  3. In the next two weeks the teachers, psychologist and principals will be in charge to make sure that the objectives are being achieved. They will also be in charge of generating a system of positive reinforcement for the classes that fully meet their own objectives.
- The members of the community will be in charge of collecting the information obtained during these weeks and analyzing it, looking, together with the professionals, for a way to systematize these data.

## Individual welfare plan confidential

**Student:** Tom, 7 years old, second grade.

He has wide-ranging learning difficulties. He is not motivated, because learning is difficult and slow. He likes music and plays the drums.

**Guardian:** Lives with his mother, father and two sisters.

**Participants in the meeting and their field of expertise:**

- Homeroom teacher
- Guardians (mother and father)
- Elementary psychologist
- Tom (the student)
- Special education teacher
- Principal of elementary (she will takes notes)

**Date:** 05 - 19 - 2023

**Topic:** Search for strategies to deal with Tom's learning difficulties and motivation.

**Specific topics to talk about:**

- Strategies to deal with the lack of motivation.
- Strategies to achieve learning objectives with the learning difficulties.

**Support given so far:**

- Diagnostic evaluation for the special needs program.
- Instances of conversation between the student and his/her teacher looking for motivational strategies. Academic activities that motivate him: music, kinesic activities with rhythm, chromebook activities.

**Decisions made:**

- External psychological accompaniment in addition to the work at school.
- Collaborative work between both psychological support teams.
- In case of need the student will be allowed to leave the room to take a minute and return to calmness.
- The student will have a differentiated evaluation where the key words will be **highlighted in black** and, if necessary, the student will have extra time to

develop the test. Re-evaluate this point when the parallel psychological accompaniment is carried out.

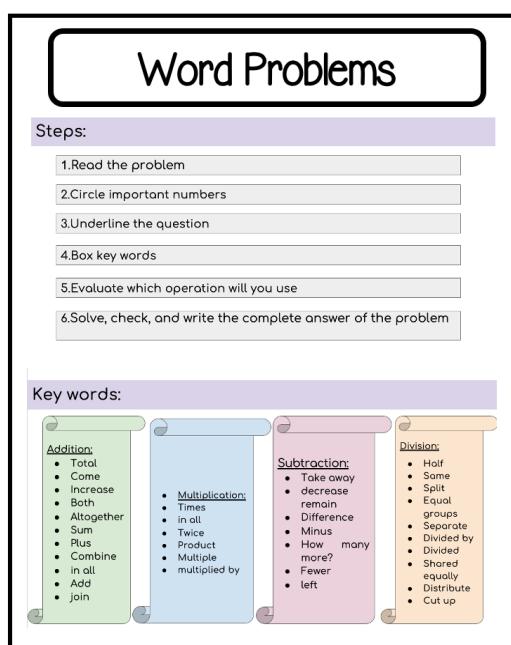
### **Module 19:**

**Objective:** Word problems with the four operations (adding, subtraction, multiplying and dividing).

**Subject:** Math

**Level:** 5th grade

**Anchor chart:**



This anchor chart is for students for being able to remember the steps for being able to solve a word problem successfully. Also it will help students identify key words in the word problems and in that way it will be easier for them to identify the operation they have to do for being able to get to the answer of the problem.