Buttons

LOS ANGELES UNIFIED SCHOOL DISTRICT
"Standards-Based Instruction Model"*

Subject/Course Science Grade Level 1-2 Standard #(s) 32 Standard(s) (What students should be able to do) Ask questions and give reasonable explanations after observing, comparing, and classifying objects, living things, and events in the world. (Scientific Thinking)
District Elementary Course of Study (Concepts) or Secondary Guidelines for Instruction (Instructional Unit) Scientific Thinking/Physical Science
Developed by J. Brantley School Dean Elementary Cluster # 18 Phone (213) 269-9222

CULMINATING TASK/ASSIGNMENT What will the individual **student** produce to demonstrate achievement of the standard(s)? Begin the task with a verb.	**ASSESSMENT** What criteria will be used to evaluate/score **student** work/performance of the culminating task? The statement of the product to be scored is followed by a verb.	**INSTRUCTIONAL ACTIVITIES** What learning activities will the **student** be involved in to acquire content knowledge and skills to achieve the standard? Consider alternative strategies and modifications to promote equal access for all learners. Begin each learning activity with a verb describing what the student is to do.	**TIME** How much time will be required for the **student** to complete each of the activities?	**RESOURCES** What materials, textbooks, supplies, documents, etc., will support the **student** doing each instructional activity?
Make a chart that shows a collection of assorted buttons sorted in three different ways according to selected properties (i.e. color, size, shape, etc.); describe the properties chosen and give an oral explanation that compares the categories used.	**The chart and oral explanation:** 4: Select at least 3 properties by which to sort the buttons by appropriate properties; explain clearly why the properties were selected and have many points of comparison of buttons in each property; are neat, visually appealing, and correctly labeled. 3: Select 3 properties; sort buttons appropriately with minor errors; explain why properties were selected though not in detail; may have only a few points of comparison; are generally neat and correctly labeled. 2: Select only one or two properties; may not sort all the buttons appropriately; may not explain why properties were selected and have only a few points of comparison; contain most components, but all of them are not labeled correctly. 1: Do not identify properties and do not sort buttons appropriately; do not explain why properties were selected; components are misplaced and incorrectly labeled; demonstrate a lack of understanding of the purpose of the chart.	▪ Identify all the properties of an assortment of buttons, in groups. ▪ Identify properties into which most of the buttons can be sorted, in groups. ▪ Discuss definition of "property" and "sort." ▪ Class describes some of the properties into which most of the buttons can be sorted. ▪ Class describes why these properties were selected. ▪ Discuss composition of chart.	15 min 20 min 30 min 20 min 20 min 20 min	Large collection of assorted buttons (enough for 10 per student). Chart paper. Glue. Crayons or paint. Scissors.

*Model developed, refined, and field-tested by Task Force on Standards-Based Instruction