# Achievement Chart Activities

**Reflection : I find it easier for me to think of the K&U and Thinking and Inquiry in terms of the kinds of questions that we ask in each area. Communication is about understanding how to communicate in one of the many symbol systems and the grammar/vocabulary needed to effectively communicate. Application is tough for me—because doesn’t it really lie behind all of the other categories of the achievement chart? The ministry states :**

*Application.* The use of knowledge and skills to make connections within and between various contexts.

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| **Achievement Chart Category** | Types of Activities | |
| **Knowledge and Understanding**  *Content and Comprehension* | Types of Questions | Activities |
| * true/false questions * summary * In the text “right there” questions * Asking for “the direct what” * Finding key details * right there * factual “on the lines” * Procedural math questions 11+63+98+65= * Simple explained relationship * Think and search | * Note taking (with a note taking framework) * Reading * Research * Worksheets * Summary writing * Expository texts (writing, photostory or other media) * Timelines * Labelling activities * Plot graphs |
| **Thinking**  *Critical, Creative. Planning and Processing* | * storyboard * Author an me type questions * Interpretive * Between the lines * Implied what * Author and me * Simple implied relationship * Complex implied relationship | * Devising a new chapter or sequel to a story * choice boards * RAFTs * Extension menus * Totally ten * Thinktrix |
| **Communication**  *Creating meaning through oral, visual, written modes* | * organization of visuals on a poster * Word problems in math * Develop a word wall * Collage * Painting, sculpture, illustrations * Math /reader response Journal * Create a piece of electronic media (photostory, web page) * Write a letter, email, memo * Write a children’s poem, story, comic * Use appropriate form to solve a math problem | |

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|  | Questions | Activities |
| **Application**  *Making connections within and between contexts* | * Critical Applicative * Beyond the lines * So what? Now What? * On my own * What do I think * How will I use this * Authorial generalisation * Walking in the author’s shoes * (can they think about their life with a story or concept) | * writing a journal from the view of a history figure * Use math and science we studied to plan a trip to Mars * Social action project * Writing an original script, song, rap, play, * Interdisciplinary projects |