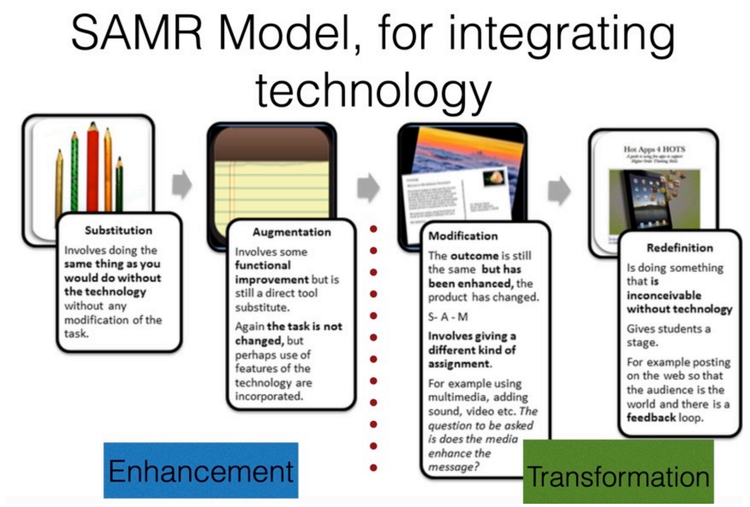
The SAMR model

Curricular Area:

E&Os or Curricular Link: SCN2-05a I can apply my knowledge of how water changes state to help me understand the processes involved in the water cycle in nature over time.				
Traditional approach	Substitution	Augmentation	Modification	Redefinition
Learners annotate a diagram or worksheet to show the changes of state of water and the processes involved in the water cycle: condensing, evaporating, freezing and melting	Learners complete a digital copy of the worksheet using Word or Pages to develop and demonstrate their understanding.	Learners use a blank Numbers sheet to draw the water cycle. Restrict learners to using only 4 words: condensing, evaporating, freezing and melting. Learners demonstrate their understanding of the changes of state by using the Record Audio tool to add audio clips.	Learners work in groups of 4 in a collaborative way to demonstrate their understanding of the water cycle. Each member of the group is responsible for explaining, either through audio, visual, video (or a combination) one of the processes - condensing, evaporating, freezing or melting and then collating these into collaborative document displaying the water cycle.	Learners work in groups with each member responsible for one of the changes of state. They research ways to practically demonstrate the four changes of state and then set up their iPads to capture a Timelapse video using the Camera app in Time-lapse mode. eg an ice cube melting, water evaporating from a saturated salt solution. The learners then combine their recordings into an iMovie and shared with an authentic audience.
Blooms taxonomy →	**Understanding**: Annotating	**Applying**: Sketching	**Analysing**: Explaining	**Creating**: Filming



The Teachers' Charter

Differentiation	✓
Formative assessment for learning	✓
Leadership of Learning	✓
Skills	✓