**TeachNimble Blended Learning Planner**  **Teacher Name: \_**Mr. Carpenter**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Class: \_**4th Grade**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Unit: \_\_**Social Studies – Living in Washington**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
|  | |  |  | | --- | --- | | In-school | **🗸** | | Live online |  | | Self-directed |  | | |  |  | | --- | --- | | In-school |  | | Live online | **🗸** | | Self-directed |  | | |  |  | | --- | --- | | In-school |  | | Live online | **🗸** | | Self-directed |  | | |  |  | | --- | --- | | In-school |  | | Live online | **🗸** | | Self-directed | **🗸** | | |  |  | | --- | --- | | In-school | **🗸** | | Live online |  | | Self-directed |  | |
| **Social and Emotional Wellbeing**  Ensuring that learners feel safe, healthy and included | **Weekly run-through**  Clearly outline the work and expectations for the week. | **Listening to podcast**  Record a short podcast on what students will be working on today. | **Online tutorial**  Check-in with all students to see how everyone is progressing. | **Listening to podcast**  Record a short podcast on what students will be working on today.  **One-to-one web meetings with students**  Set a time to meet with each group individually so they can discuss progress on the students’ project work. | **Check-in with class**   * Any issues during the week with the work assigned? * One to one with students who have not been on regularly. |
| **Acquisition**  Watching/listening to a teacher presentation or demonstration, reading from books or websites, watching demos or videos | **In-Class Presentation**  Introduce the topic and how we will work both in-school and online on this unit.  Students will   * Understand the physical, political, and cultural characteristics of places, regions, and people in the Pacific Northwest including the difference between cities, states, and countries * Students will watch a [video](Washington%20State/Washington%20Geography/Washington) to introduce the 39 counties and the state.   **In-Class Teacher Demonstration**  Provide students with an overview of the learning experience for this unit and will provide a high-level introduction to the content they will interact with; the technologies they will use; the learning activities they will participate in and the materials they will produce. | **Reading books**   * Students review the text in the school textbook in relation to the topic.   **Watching animations, videos**  Students will review a range of information sources on WA state such as:   * [National Geographic for Kids website](https://kids.nationalgeographic.com/explore/states/washington/) * [Britannica Online](https://www.britannica.com/place/Washington-state)   **Reading multimedia, websites, digital documents and resources**  Student will review a range of website on historical landmarks across the state such as:  [List of National Historic Landmarks in Washington (state) facts for kids](https://kids.kiddle.co/List_of_National_Historic_Landmarks_in_Washington_(state)) | **Listening to podcast**  Record a short podcast on what students will be working on today.  This lays out the work programme for the day. | **Reading books**  Students will review a number of online documents and their textbook in relation to WA state.  Summarise key points emerging from the live online session on Wednesday |  |
| **Collaboration**  Working together (in pairs or groups) to discuss an issue, solve a problem, and/or create a product |  | **Small group projects using online forum or social media to collaborate and share outputs**  In their pre-assigned groups students will begin to consider the following questions:   * What makes Washington unique? * What are the characteristics of the geographic regions of Washington? * How has Washington's physical geography and resources contributed to people's decision to make   Washington their home?   * Why is Washington's location on the Pacific Rim important culturally, politically, and economically? |  | **Small group projects using online forum or social media to collaborate and share outputs**  In their pre-assigned groups students will continue to consider the questions from Tuesday. |  |
| **Discussion**  Articulating ideas and questions and challenging the ideas and questions from other learners and/or from the teacher | **Whole Class Discussion**  In-class discussion in relation to what counties students have visited; the key boundaries of the state; some of the key cities and towns they know of in the state.   * In groups students will discuss their current understanding of the state   Students will work in these groups online for this unit. | **Discussion forums**  Students will begin to discuss the above questions via pre-loaded discussion questions on the school VLE. | **Discussion groups**  Groups will meet in breakout spaces to discuss their progress so far and to raise any issues.  Each group will then report back to the main class.  Teacher clarifies any issues. |  | **Whole class discussions**  Students and teacher discuss the project presentations using the Two Stars and a Wish template. |
| **Investigation**  Exploring materials, asking questions, sharing results, applying their learning and making connections with the world around them |  | **Analysing the ideas and information in a range of digital resources**  Students will begin to analyse the identified sources on WA state in relation to the key questions posed above. |  |  |  |
| **Practice**  Adapting their actions to a given task and using the feedback to improve their next action. |  | **Textbook exercises**  Students complete assigned textbook exercises on p. 112 | **Online polls or quizzes**  Teacher administers a range of online quizzes to check for understanding. |  |  |
| **Production**  Using what they have learned to create an artefact that demonstrates their understanding |  | **Textbook assignments**  Students will complete set textbook assignments and upload their responses to the teacher for correction | **Creating digital artefacts (slideshow/photo/video/animation/mind map)**  Students in their groups will begin working on their digital reports and these will continue a range of media.  5 groups - each will address one of the following questions:   1. *What makes Washington unique?* 2. *What are the characteristics of the geographic regions of Washington?* 3. *How has Washington's physical geography and resources contributed to people's decision to make* 4. *Washington their home?*   *Why is Washington's location on the Pacific Rim important culturally, politically, and economically*? |  | **E-portfolios**  Students upload their projects to the class portfolio for teacher and parents to review. |
| **Assessment Opportunities**  Keeping track of student progression through assignments, quizzes, online tests, student e-portfolios etc. |  | **Quiz**  Short online quiz with 5 multiple choice questions. |  |  | **Student in-class performances**  Students will showcase their emerging presentations in class to the entire group. |