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

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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_%28state%29) | **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. |