

WEEK 5 - October 12 - October 16

On Monday, there is no pod in observance of Columbus Day/Indigenous Peoples' Day. I've created a list of activities you can encourage students to do this long weekend in lieu of attending pod if they are feeling academic:

- *Social Studies:* Read and discuss [this article](#) with your child
- *Social Studies:* Visit this website: <https://native-land.ca/> and search various addresses that your child is familiar with. Discuss which indigenous peoples lived in each area, and the languages and treaties they may have signed
- *Social Studies:* Attend an online Indigenous Peoples' Day celebration on Monday at 1 p.m. Eastern time, NMAI museum is streaming an [Indigenous Peoples' Day program](#) for middle- and high-school students, though all are welcome.
- *English:* As always, encourage students to read their independent reading book, and try to engage them as to it's plot
- *Math:* Encourage students to try the Operations Math Tasks posted today in Google Classroom
- *Math:* Encourage students to explore "DragonBox Algebra" or "DragonBox Elements" apps on iPad
- *Math:* Encourage students to spend time exploring Beast Academy under "Decimals" (logins in Google Classroom if forgotten)

Upcoming events:


--If you have extras, send student with at least a 1-inch binder and dividers/looseleaf

--BBSDT Presentation of Learning October 22 at 10:00 AM (1 family member can attend in-person, all are welcome to attend in-Zoom). Rain date October 26 at 10:00 AM

--Waddle Halloween costume day October 29

Wednesday, October 14 (BBST - No David in Attendance)

On Wednesday, we'll introduce the Learner Profile for our short week ([Thinker](#)) and do an activity to take stock of where we "think" we're at in our personal development of this trait. Since it's Wednesday, we'll also be sure to begin with an accounting of Murray work handed out for the week and check in on our personal organization systems for school, returning any rat-packs to backpack status. Our first writing prompt of the week will offer both a personal prompt and a fiction prompt, so I'm curious to see if any adventurous souls take the imaginative story route. Our Math problem-solving block will center around a new strategy of Simplifying and Working Backward and move into differentiated practice after we've explored it as a group. As a group we had some trouble writing our first DBQ, so this week we're going to do DBQ content and synthesized academic writing as two separate activities. Wednesday will include our first foray into ancient river civilizations through study of Mesopotamia (see Thursday schedule for the academic writing emphasis). Our final block of the day will follow up on our Science matter presentations from last week to wrap up that "unit".

Time	Content Area/Activity	Notes
8:00-8:15	Opening Circle	 <p>--Opening Circle on "Thinker", Quote of the week: https://www.brainyquote.com/photos_tr/en/e/ernestholmes/172213/ernestholmes5-2x.jpg</p> <p><i>Hula Hoop Challenge</i></p> <p><i>Hand out compliments:</i> Talia: Bianca Bianca: Talia Ben: Sam Sam: Ben https://www.youtube.com/watch?v=7yDmGnA8Hw0 Bright Side</p>
8:15-?	Bianca's Murray Check-In System	<p>--What is your system of organization? --What is your plan for the week? --What assistance do you need for Murray work?</p>
8:15-8:45	English and/or murray English work	<p>Writing Prompt of the week: (except Ben: The Best Things About Halloween) A message in a bottle... (fiction!!) If I had a radio talk show or a Youtube Channel... (personal) Conference with each student on Halloween prompts & Workshop If finished early: Pick a letter --Define all the vocabulary from that letter 1) Definition 2) Example sentence 3) Synonym (words it's like) 4) Antonym (opposite) 5) Picture</p>
8:50-8:55	Snack Break	Class Jobs
8:55-9:20	Math Basketball	<p>Introduce problem-solving strategy of the week: Simplify or Work Backwards (math basketball) --Print 37-41</p>
9:20-9:40	Team-Building Exercise	<p>https://www.youtube.com/watch?v=7yDmGnA8Hw0 Balloon get to know you</p>
9:40-10:15	DBQ #2	Begin DBQ #2 - Mesopotamia
10:15-10:45	Science Investigation	<p>Atmosphere!!! https://mysteryscience.com/mini-lessons/northern-lights#slide-id-6648</p>

11:00 - 11:30	Specials for School	
11:30 - 11:45	Websites & Portfolios, Organization	Updated with basic information, link shared with peer reviewers in Google Classroom

**Thursday, October 15
(BBSDT - All in Attendance)**

To finish up our jam-packed week, we'll begin with a math content block focused on operations. We'll revisit some fundamental concepts and explore some potentially new ideas with decimal operations before allowing students to choose their method of practice and further development. As I alluded to in the schedule for Wednesday, we'll then move into our first structured writing prompt, discussing and breaking down source documents as well as seeing how the directions of the prompt guide our outline and first draft. Having wrapped up our matter discussions and investigations, we'll segue into our next scientific discipline - meteorology! Reminder: that's the study of the atmosphere, so we're not just talking weather ;) After taking an active break to "shoot out" our Math Basketball competition, we'll return to English and Social Studies in a combination writing workshop and current events block. I'll meet with students to workshop Wednesday's prompt, and after revision everyone will also read and reflect on an article of the week. With any remaining time before and after Murray Specials, we'll return to our portfolios of learning and decide what to include from the past few weeks.

Time	Content Area/Activity	Notes
8:00-8:10	Opener & Quick Circle	--Reminder about compliments later --Good thinker/bad thinker examples
8:10-9:00	Math Block	--Operations Tasks in Google Classroom --Beast Academy - Complete a Lesson --Ben: BA3/Multiplication Chart --Talia/Bianca/Sam: BA5 Chapter 3 (1) Multiplication Notation --Challenge Activity - ALGEBRA PART 2! (https://www.map.mathshell.org/download.php?fileid=1608)
9:00-9:05	Snack Break	
9:05-9:40	English Structured Writing	https://drive.google.com/file/d/1_TTgfxeD5n5IK3U9tNrqdQ-OdMGsmlw1/view?usp=sharing <ul style="list-style-type: none"> • Writer's workshop

9:25-9:50	Science Activity	
9:50-10:00	Social Studies Mesopotamia	Thought experiment - why neolithic revolution? https://www.youtube.com/watch?v=rboewQNMpdU Talk more about early humans FIND A PICTURE TO ADD TO OUR HISTORY TIMELINE!! Lead into Meso DBQ
10:00-10:30	Writer's Workshop The Week Jr.	--Workshop prompts from Wednesday --Continue structured writing activity from earlier --Read the Week Jr. and complete reading reflection
10:30-11:00	Student Portfolios and Choice	<ul style="list-style-type: none"> • Flex time for school activity • Read more of The Week Jr. • Add to Vocabulary Wall • iPad app time** (select apps)
11:00-11:30	Specials for School	+ Math Basketball final solving
11:30-11:45	Closing Circle	--Closing Circle For Week (compliments, receive person for next week) --Pod Name and Crest Revisit

WEEK 4 - October 5 - October 8

Upcoming events:

--BBSDT Presentation of Learning October 22 at 10:00 AM (1 family member can attend in-person, all are welcome to attend in-Zoom). Rain date October 26 at 10:00 AM
--Waddle Halloween costume day October 29

Monday, October 5

BBST (No David in Attendance)

On Monday, we'll start with an introduction to our Learner Profile of the week: "Principled" - which I'm imagining will spark a very interesting and topical discussion. We'll get into the dirt and start writing a full-length DBQ from our individual document compositions and talk about what the process of outlining does for improving writing. In Science, we'll continue exploring the fundamentals of matter with a Peculiar Pennies Science Investigation. Our writing prompt of the week will be "What I like about my neighborhood" OR "The best thing about Halloween." I'll also be announcing the Waddle Costume Day at that point, hopefully to much excitement. We'll finish with a menu of math

items that are individualized to each student and should continue to push them in place value and decimal understanding. If time remains, we'll do final research and preparation for the academic debate on Wednesday.

Time	Content Area/Activity	Notes
8:00-8:10	Opening Circle & IB Learner Profile Activity / Class Jobs	--Wind Blows --Do Circle with Positive and Negative Chart Shown --Rose & Thorn/Dope & Nope from Weekend HAND OUT COMPLIMENT PERSON FOR THURSDAY!! Talia: Bianca Bianca: Talia Ben: Sam Sam: Ben Review IB Learner Profiles: --Principled
8:10-8:40	Science Block 1	Mystery Science on Glass: https://mysteryscience.com/mini-lessons/glass#slide-id-5489 Discussion on Matter: --Brainstorm examples of matter that you have seen "appearing" or "disappearing" --Everyone draw a model of what is happening in one example of "appearing" or "disappearing" matter on a whiteboard
8:40-9:30	Science Investigation and Experiment Background	-True or False: matter is made of particles that are too small to be seen. Explain with at least 2 examples and one picture Penny experiment? https://mysteryscience.com/chemistry/mystery-1/chemistry-conservation-of-matter/166?r=120735301
9:30-10:00	Writer's Workshop	Why is writing important? - You want to be proud of how you communicate with the people you care about! Share personal example of discovering letter I wrote to my grandma Choose a comfortable place after we discuss overview together to work on your prompt: --What I like about my neighborhood --The best thing about Halloween (Waddle costume day October 29) Conference with students 1 on 1 on feedback from first month of school then have students revise When finished read "The Week Jr." or book of your choice (and complete digital reflection in Google Classroom)

10:00-10:10	Snack Break 2	
10:10-10:40	The Week Jr.	Reading & Discussion... Complete "The Week Jr reflection"
10:40-11:15	Math Choice Block	--Place Value Tasks (at least A and B) --Beast Academy - Complete a Lesson in BA4 - Decimals (Place Value 1, 2 or 3) OR BA5 - Decimals (Multiplying by 10 or Multiplying by .1) if finished move to multiplying decimals 1 --Challenge Activity - ALGEBRA! PRINT https://www.map.mathshell.org/download.php?fileid=1608 --3-act task with Mr. Boehm: The Money Duck!
11:15-11:45	Debate	Articles for YES to explore: -- https://www.cnet.com/features/how-tech-and-social-media-are-making-us-feel-lonelier-than-ever/ -- https://www.abc.net.au/health/thepulse/stories/2011/11/03/3353184.htm -- https://www.psychologytoday.com/us/blog/talking-apes/201801/does-using-social-media-make-you-lonely Articles for NO to explore: -- https://fee.org/articles/technology-is-making-us-less-lonely-not-more/ -- https://massivesci.com/articles/loneliness-technology-older-adults-aging-internet-access-apps-mind-control/ -- https://phys.org/news/2019-06-reveals-everyday-technology-loneliness.html -- https://www.volvoce.com/global/en/news-and-events/news-and-stories/2018/five-life-changing-benefits-of-connectivity/ -- https://www.thinknpc.org/blog/can-technology-make-us-less-lonely/ New York Times Debate with some arguments on each side: -- https://www.nytimes.com/2016/10/14/learning/does-technology-make-us-more-alone.html#commentsContainer
11:45-11:50	Closing Circle	--Parking Lot --Highlight/lowlight --Shout Outs

Wednesday, October 7
BBST (No David in Attendance)

On Wednesday, we'll start with our Murray Check-in moment. I have to say that it was quite amazing last week that everyone in the pod took time to collaborate outside of pod and finish their Murray work together, so that we could spend even more time on enrichment and academic exploration in

pod together. I think it's a testament to their effort so far: after our check in I plan to share this feedback with the Waddle and then use it to do our next team-building exercise. We'll workshop our prompts from Monday, spend time writing our outlines from the DBQ, and participate in the first debate! Everyone will do their second student-led individual matter investigation and decide how to best demonstrate their findings to the group. We'll finish with a math block to wrap up any menu items not completed from Monday, and explore the [Money Duck](#) if time remains.

Time	Content Area/Activity	Notes
8:00-8:15	Opening Circle	--Opening Circle - scenarios https://www.quora.com/What-does-it-mean-to-be-a-principled-person
8:15-?	Bianca's Murray Idea	--What is your system of organization? --What is your plan for the week? --What assistance do you need for Murray work?
8:30	Team-Building Exercise	Stand up and sit down together circle Perfect Square rope game
8:15-8:45	English	Academic Debate & Reflection on experience, then move into writing workshop
8:50-8:55	Snack Break	Class Jobs
8:55-9:20	DBQ	<p>What Makes an Excellent DBQ?</p> <p>Thesis statement: the main idea of what you are going to write, that answers the DBQ question</p> <p>--Everyone take a minute and write your own thesis and two points that would help you explain it</p> <p>Outline:</p> <p>--Introduction + Thesis</p> <p>--Main Idea #1 with at least 1 document to support (turn your opinions into facts using the evidence in the documents!!)</p> <p>--Main Idea #2 with at least 2 documents to support (turn your opinions into facts using the evidence in the documents!!)</p> <p>--Main Idea #3 (if needed)</p> <p>--Conclusion (restate thesis and summarize how each paragraph supported it)</p> <p>TODAY:</p> <p>--Individual brainstorm and planning of essay</p> <p>--Conference with Mr. Boehm on plan</p> <p>--Begin 1st draft</p>

9:20-9:40	Team-Building Exercise	
9:40-10:25	Math Core	Whole Group: Complete any menu items not completed from Monday
10:25-11:00		
11:00-11:30	Specials	
11:30-11:45	Websites & Portfolios, Organization	Updated with basic information, link shared with peer reviewers in Google Classroom

Thursday, October 8

The week will wrap up Thursday with “The Week Jr.” which I plan to use as a framework for an extended current events discussion if anything piques the Waddle’s interest during their reading. It is also a “Payday” from student jobs, so students will learn what taxes are ;) We’ll wrap up our discussion of using logic and dedication in math problem-solving, and employ those strategies as part of “Math Basketball”, our bi-weekly ongoing challenge of the Pod vs. Mr. Boehm. In Science, we’ll wrap up and present the findings of our explorations from Wednesday. With any time remaining, we will bring our second DBQ, on Mesopotamia and the beginning of civilizations.

When David has finished his last Zoom, I will also present Spark Stickers to the students for times I have seen “Communicator/Inquirer/Principled” in action throughout the first month of our pod now that four weeks will have wrapped up. Its hard to believe that it has only been a month: our pod already seems so comfortable and has been able to explore an incredible amount of fun experiences already.

BBSDT (All in attendance)

Time	Content Area/Activity	Notes
8:00-8:10	Opener & Quick Circle	--Outdoor circle warm-up
8:10-8:30	Science Investigation & Research	Ben & Sam: Is Fire Matter Talía:

	Follow-Up	<p>Bianca:</p> <p>When finished read "The Week Jr." any articles besides should kids be allowed to vote and trump/biden, fill out reflection in Google Classroom</p>
	The Week Jr & Political Discussion	--Current events presentation to group after filling out individual reflection
8:30-9:00	Math Block	<p>--Math basketball wrap-up on "Using Logic" & open problem-solving time (math basketball)</p> <p>--Print 32-36</p>
9:00-9:05	Snack Break	
	Writing Workshop	<p>Workshop prompts from Monday and spend time writing DBQ from outlines</p> <p>WordPallette or Rhymer's Block Silly Write when finished early. The Week Jr or book if burned out and want to read</p>
9:05-9:25	Math Basketball	Final point-time using follow-up activities on "Using logic"
9:25-9:50	Science Activity	Matter Follow-Up Investigations - finish your preparation and present your findings
9:50-10:00	Outside Time - Math crossover	--Outdoor math basketball
10:00 - 10:30	Mesopotamia DBQ	<ul style="list-style-type: none"> --Begin Mesopotamia DBQ: https://docs.google.com/document/d/1k70OGWK0GrZM1v6S188AcTb-Uf3f62e21-0GtxPImq4/edit
10:30 - 11:00	Student Choice	<ul style="list-style-type: none"> --Personal Website & Digital Portfolio??? Vocabulary Wall Beast Academy Math Apps Stack the States/Stack the Countries
11:00 - 11:30	Specials for School	

11:30 - 11:45	Closing Circle	--Hand out Spark Stickers: Inquirer: Bianca - Asked amazing questions during the population activity, showed an interest by asking about accents in different countries. In week 2, revised and synthesized her questions before asking me during her free-write, showing how inquirers ask specific questions. Communicator: Ben - using humor to lighten the situation in general and to communicate how everyone is feeling sometimes. During debate showed great active communication skills (listening to craft a response) Principled: Sam - besides making sure that Ben was responsible for breaking the rules on flips on the trampoline, Sam advocated for fairness in where people sat and in general stands up for what he believes is right. Also when you had your cast you didn't ask to be treated differently or take advantage of the situation Talia: During the penny experiment, asked good follow-up questions and showed an interest in testing different combinations to see if there was any outcome. Also asked great questions as follow-up to Milk Matters for round 2 of science investigations --Closing Circle For Week (compliments, receive person for next week) --Pod Name and Crest Revisit
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WEEK 3 - September 28-October 1

On Monday, there is no pod in observance of Yom Kippur. I've created a list of activities you can encourage students to do this long weekend in lieu of attending pod if they are feeling academic:

- *Social Studies:* Have a conversation with your child about the ethnic history of your family, and any stories related to migration. We will also be talking in broad strokes about why different groups came to America, so in light of Yom Kippur any discussion about Jewish identity in America would also be good background knowledge
- *English/Social Studies:* Read "The Week" Jr. and complete Mr. Boehm's reading reflection in Google Classroom when finished
- *English:* As always, encourage students to read their independent reading book, and try to engage them as to it's plot
- *Math:* Encourage students to explore "DragonBox Algebra" or "DragonBox Elements" apps on iPad
- *Math:* Encourage students to spend time exploring Beast Academy (logins in Google Classroom if forgotten)
- *Math:* Encourage students to try the Place Value Task posted in Google Classroom

Wednesday, September 30
BBSDT (All in Attendance)

On Wednesday, we'll open with our quote of the week activity (on inquiry) before extending our prior activity on fact vs. opinion into research for our first academic debate and related grammatical

conventions. We'll return to our highly successful Milk Matters science investigation from Friday to draw some conclusions and use them as a launching point for brainstorming our second topic for individual research. Finally, we'll have a differentiated math problem-solving block and a whole-group lesson as we move from place value generally into decimals as our focus. As always, we will be camera-ready for Murray specials, get in a few bounces on the trampoline, and ensure everyone is feeling academically prepared for the week. Shout-out to Bianca who suggested having a time to "plan for the week" on Wednesdays when students receive their Murray schedule, so we'll also implement that structure.

Time	Content Area/Activity	Notes
8:00-8:15	Opening Circle	--Opening Circle (quote of the day inquiry) - and new person to compliment tomorrow!!! Tricky one.
		Talia: Ben Bianca: Sam Ben: Bianca Sam: Talia
8:15-?	Bianca's Murray Idea	--What is your system of organization? --What is your plan for the week? --What assistance do you need for Murray work?
8:15-8:45	English and/or murray English work	15 min of vocabulary: Pick a letter --Define all the vocabulary from that letter 1) Definition 2) Example sentence 3) Synonym (words it's like) 4) Antonym (opposite) 5) Picture Debate Preview & Begin
8:50-8:55	Snack Break	Class Jobs
8:55-9:20	Writing	Continue Debate Prep WordPallette or Rhymer's Block Silly Write when finished early. The Week Jr or book if burned out and want to read and/or The Week Jr. + writeup
9:20-9:40	Team-Building Exercise	
9:40-10:25	Math Core	Whole Group: http://tasks.illustrativemathematics.org/content-standards/5/NBT/A/3 --Math Menu

		-- Math Basketball
10:25-11:00	Science Investigation & Research Follow-Up	-- Balloon inflation -- Onion Proof Googles discussion -- Milk and soap experiment Vote on a Mstery Science
11:00-11:30	Specials for School	
11:30-11:45	Websites & Portfolios, Organization	Updated with basic information, link shared with peer reviewers in Google Classroom

Culture:

- Kinetic Entry
- Closing Circle For Week (compliments, receive person for next week)

Content:

- [Day So Far/Week So Far/Month So Far/Year So Far - journal reflection](#)
- [Early Humans DBQ](#)
- The Week Jr Reflection/[Current Events Writing Prompt](#)
- [Science Research based on inquiries on Wed](#)
- [Math Project - Place Value Population](#)

Break Time:

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Thursday, October 1		
<p>We'll finish out the short but jam-packed week by concluding our Early Humans DBQ and writing a summary essay tying together at least three different sources. As it is the end of the first "month", we will also take time to do our "Day So Far/Week So Far/Month So Far" journal reflections prompts.</p> <p>Based on our Wednesday brainstorm, students will also begin individualized inquiry into a new science topic related to matter. In Math, we'll begin a fun place value mini-project on comparative population sizes. and Thursday will also feature a student choice block as usual!</p>		
BBST (No David in attendance)		
Time	Content Area/Activity	Notes
8:00-8:10	Opener & Quick Circle	--Reminder about compliments later --Good communicator/bad communicator examples

8:10-9:00	Math Block	--Place Value Population Project --Place Value Task - Independent --Beast Academy - Complete a Lesson in BA4 - Decimals (Place Value 1, 2 or 3) OR BA5 - Decimals (Multiplying by 10 or Multiplying by .1) --Challenge Activity - ALGEBRA! PRINT https://www.map.mathshell.org/download.php?fileid=1608
9:00-9:05	Snack Break	
9:05-9:25	Math Basketball	Teach one technique, then do the printout method + "Round 1"
9:25-9:50	Science Activity	Matter Follow-Up Investigations
9:50-10:00	Outside Time - Math crossover	--Outdoor math basketball
10:00-10:30	Early Humans Wrap-Up Day So Far/Week So Far/Month So Far" journal reflections prompts	<ul style="list-style-type: none"> • Day So Far/Week So Far/Month So Far" journal reflections prompts • When finished, move into student choice block
10:30-11:00	Student Choice	<ul style="list-style-type: none"> • Flex time for school activity • The Week Jr w/ Reflection • Continue Science Investigation/Research • Work on Pod Crest improvements • Add to Vocabulary Wall • iPad app time** (select apps)
11:00-11:30	Specials for School	
11:30-11:45	Closing Circle	--Closing Circle For Week (compliments, receive person for next week) --Pod Name and Crest Revisit

Tb2 news

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Potato

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WEEK 2 - September 21-24

Monday, September 21

BBSDT (All in Attendance)

On Monday, we'll start by recapping the skills and habits required to be a "Communicator", our Learner Profile of the week. From there, we'll continue our first Document-Based-Question on Early Humans. We'll attend the Zoom call with Mrs. Elkins AM class, then students will collaborate, work independently, and receive feedback from me on their writing and synthesis. We'll then spend time in Writer's workshop, conclude and present our individual science investigations from last week, and close with a math block on visual representations of place value.

Time	Content Area/Activity	Notes
8:00-8:25	Opening Circle & IB Learner Profile Activity / Class Jobs	--Wind Blows --Do Circle with Positive and Negative Chart Shown --Rose & Thorn/Dope & Nope from Weekend Review IB Learner Profiles: --Communication HAND OUT COMPLIMENT PERSON FOR THURSDAY!! Talia: Sam Bianca: Ben Ben: Talia

		<p>Sam: Bianca</p> <p>Class Jobs: Fill out survey & Review Timecards</p>
8:25-8:40	DBQ	<p>Continue working through Documents of the DBQ 1 together, 1 pairs, 1 independent</p> <p>Come up with a theme and 3 documents that you want to use to support your theme to explain: What was life like for early humans?</p>
8:40-9:25	Mrs. Elkins Zoom Snack Break	<p>Set up for Zoom in an individual location After call, grab a snack...class jobs if you finish!</p>
8:55-9:30 ??	Science Investigation and Experiment Background	<p>Science Investigation: Everyone prepares to present their findings to the group: --Note-taking while we hear presentations</p> <p>--Final update and chronicle learning physically or digitally (waddle vote)</p>
9:30-10:00 ??	Writer's Workshop	<p>Choose a comfortable place after we discuss overview together to work on your prompt: --What do you enjoy about getting older? --Do you like trying new things? Why or why not?</p> <p>Conference with students 1 on 1 on feedback from who I admire prompt, then have students revise</p> <p>Present first day notes and chronicler of learning record them.</p> <p>When finished read "The Week Jr." or book of your choice (Digital copies - posted to Google Classroom)</p>
10:00-10:10	Snack Break 2	
10:10-10:40	The Week Jr. Reading & Discussion	<p>What article did you read? Summarize - What did you learn? Answer two follow-up questions from the group.</p>
10:40-11:15	Math	<p>https://tasks.illustrativemathematics.org/content-standards/5/NBT/A/1/tasks/1800 https://tasks.illustrativemathematics.org/content-standards/5/NBT/A/1/tasks/1931 https://tasks.illustrativemathematics.org/content-standards/5/NBT/A/1/tasks/1799</p>

		<p>Explain why $0.4 \times 10 = 4$ Explain why $3.4 \times 10 = 34$ Use pictures to illustrate</p> <p>Talia continue differentiation plan http://threeacts.mrmeyer.com/sugarpackets/</p>
11:15-11:45	Student Choice/Math Differentiation Block	<p>--Beast Academy --3-minute blitz --Grab Bag Problem Solving --App time optional when past 15 points System for Grab Bag Problem Solving</p>
11:40-11:45	Closing Circle	<p>--Parking Lot --Highlight/lowlight --Shout Outs</p>

Wednesday, September 23
BBSDT (All in Attendance)

On Wednesday, we'll open with our quote of the week activity (on communication) before exploring the difference between facts vs. opinions and the implications on grammatical writing conventions for each in our English block. We'll also workshop our personal interest writing prompt from Monday, and then have a differentiated math problem-solving block. If you hear about "math basketball" this will be that activity! We'll finish the day with our first semi-formal science experiment as we dip our toes into chemistry and investigate matter, specifically aiming to understand that matter is made up of particles that are too small to be seen. It should be a colorful activity and I'll be sure to share pictures in #LearningGallery!

Time	Content Area/Activity	Notes
8:00-8:15	Opening Circle	<p>--Opening Circle (quote of the day) There is only one rule for being a good talker - learn to listen. --Christopher Morley</p> <p>Communication focus</p> <p>--Class Jobs</p>
8:15-8:45	<p>English and/or murray English work</p>	<p>Fact vs. Opinion Activity <i>then</i> Vocabulary Activity</p> <p>Pick a letter</p>

		--Define all the vocabulary from that letter 1) Definition 2) Example sentence 3) Synonym (words it's like) 4) Antonym (opposite) 5) Picture
8:50-8:55	Snack Break	Class Jobs
8:55-9:20	Writing	Writing Workshop - students revise and submit final product from Monday prompt. When all finished, share out. WordPallette or Rhymer's Block Silly Write when finished early. The Week Jr or book if burned out and want to read and/or The Week Jr. + writeup
9:20-9:40	Team-Building Exercise	Sound of the Bell Circle Games w pod vs. Mr. Boehm
9:40-10:15	Math Core	-- Math Basketball
10:15-11:00	Science Investigation & Research	-- Balloon inflation -- Onion Proof Googles discussion -- Milk and soap experiment
11:00-11:30	Specials for School	
11:30-11:45	Websites & Portfolios, Organization	Updated with basic information, link shared with peer reviewers in Google Classroom

Thursday, September 24

We'll finish out the week with our first formal social studies content, exploring what is immigration and a brief historical overview of migration to the U.S. Continuing our examination of the different traits of excellent learners, we'll wrap up a focus on Communication and discuss what it means to be an Inquirer. Our math block will wrap up our pod focus on place value basics and we'll use our English block to finish revisions and present our pieces from the week. Thursday will also feature a student choice block with some exciting new choices, so I hope to motivate at least a few of the students to get their Murray work done in advance for that. Regardless, we'll also be sure to check in and ensure everyone is on track and feeling prepared on all work heading into the long weekend.

BBST (No David in attendance)

Time	Content Area/Activity	Notes
8:00-8:10	Opener & Quick Circle	--Reminder about compliments later --Good communicator/bad communicator examples
8:10-9:00	Polyanna Racial Literacy	Lesson 1 - what is Immigration? A BRIEF HISTORICAL OVERVIEW OF MIGRATION TO THE UNITED STATES
9:00-9:05	Snack Break	
9:05-9:25	IB Learner Profile intro & Communication Written Activity	Profile #2: Inquirer
9:25-9:50	Science Activity	Milk Matters!
9:50-10:00	Outside Time - Math crossover	--Outdoor math basketball -- https://www.map.mathshell.org/download.php?fileid=1608
10:00-10:30	The Week Jr	<ul style="list-style-type: none"> When finished, move into student choice block
10:30-11:00	Student Choice Block	<ul style="list-style-type: none"> Flex time for school activity Continue Science Investigation/Research Work on Pod Crest improvements Build the Human Body Model Add to Vocabulary Wall iPad app time** (select apps)
11:00-11:30	Specials for School	
11:30-11:45	Closing Circle	--Closing Circle For Week (compliments, receive person for next week) --Pod Name and Crest Revisit

WEEK 1 - September 14-17

<p>Monday, September 14:</p> <p>BBST (No David in Attendance) Bianca to leave at 9:55 for Dr. Appt</p>

On Monday, the Waddle will get to explore all of the subjects, and continue culture building. In Science, students will learn about the Heart and circulatory system, including an experiment on pulse-racing and pulse-slowng activities. In English, we'll receive back and revise our First Day of School prompts as well as jumping into our second writing prompt. Social Studies will consist of current events through reading and discussion of "The Week, Jr.". In Math, we'll get to explore how we all see math differently, tackle a few unique puzzles and complete our first "3-Act Task" (real-world problems explored formally and informally). Students will also receive their class jobs, and get to share about their weekend and lives (as will be a habit through our ongoing community circles).

Time	Content Area/Activity	Notes
8:00-8:25	Opening Circle & IB Learner Profile Activity / Class Jobs	--Wind Blows --Do Circle with Positive and Negative Chart Shown --Rose & Thorn/Dope & Nope from Weekend Overview IB Learner Profiles: Todo: Print IB Profile Reflections Reveal Class Jobs: Todo: Write individual 1st day notes
8:25-8:50	Science Investigation and Experiment Background	Science Investigation & Brainstorm: (Biology; Anatomy - pulse, breathing exercises) KWL - Heartbeat --Fun fact: your heart is as big as your fist! Use Overview Video from Mystery Science Discuss: Pulse Brainstorm individually - At least 3 activities you think could increase your pulse (faster), 3 activities that would decrease your pulse (slower) Come together - make chart of activities
8:50-8:55	Snack Break	Class Jobs if you finish!
8:55-9:20	Science Investigation and Experiment	--Have everyone measure pulse over 10 seconds --Hand out stopwatches and get students into pairs for activity --With partner, choose 2 activities. Measure baseline pulse, then do activity for 1-2 minutes, then measure pulse again. Each partner (does 1 activity - be sure to stay resting)

		Finish with breathing exercises in circle to calm down and measure effects
9:20-9:30	Science Brainstorm	<p>Prompt is: --On your own, write down 10 more questions that you have based on our investigation today! ----Think about other questions you have about your heart or circulatory system ----Think about other parts of your body you might be interested in learning more about ----Think about activities and their impact on your body that are curious about All questions answered in Google Classroom after writing in journal</p> <p>Finished Early? --Explore “The Human Body” activity on iPad, and be ready to share 5 more things that you learned about your heart or circulatory system</p>
9:30-10:00	Writer’s Workshop	<p>Choose a comfortable place after we discuss overview together to work on your prompt</p> <p>Conference with students 1 on 1 on feedback from first day prompt, then have students revise</p> <p>Present first day notes and chronicler of learning record them.</p> <p>When finished read “The Week Jr.” or book of your choice (Digital copies - posted to Google Classroom)</p>
10:00-10:10	Outside Time/Snack Break 2	
10:10-10:40	The Week Jr. Reading & Discussion	<p>What article did you read? Summarize - What did you learn? Answer two follow-up questions from the group.</p>
10:40-11:15	Math	<p>First Day Puzzles and Math Discussion: --Dot Card and Number Talks --First day puzzle 1 https://drive.google.com/file/d/1buzTk5v1aFsJVw7ulvqfvOYUcRAzp29W/view?usp=sharing</p>
11:15-11:40	Math Differentiation	<p>--3-minute blitz --Grab Bag Problem Solving --App time optional when past 15 points</p>

11:40-11:45	Closing Circle	--Parking Lot --Highlight/lowlight --Shout Outs
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Wednesday, September 16:

On Wednesday, we'll jump into the day with our quote of the week (on effort, this week!), before our first vocabulary and grammar challenge. Students and I will take time to conference and revise our prompt from Monday, as well as a more informal free-write using several technology drafting tools we'll explore. Based on students' questions of interest and topics they hope to explore from Monday, each will begin research and experimentation on a personalized topic. In Math, we'll begin our class focus on place value with a math block, followed up by "Math Basketball" which is sure to be a student favorite. To keep building our strong positive culture, we'll have fun a team-building activity and close by learning more about our digital portfolios and organization systems.

BBST (No David in Attendance)

Time	Content Area/Activity	Notes
8:00-8:15	Opening Circle	--Opening Circle (quote of the day) Satisfaction lies in the effort, not in the attainment. Full effort is full victory. <i>Mohandas Gandhi</i> --Class Jobs Communication IB Learner Profile
8:15-8:45	English and/or murray English work	Vocabulary Activity Pick a letter --Define all the vocabulary from that letter 1) Definition 2) Example sentence 3) Synonym (words it's like) 4) Antonym (opposite) 5) Picture
8:50-8:55	Snack Break	Class Jobs
8:55-9:20	Writing	Writing Workshop - students revise and submit final product from last week prompt. When all finished, share out. WordPallette or Rhymer's Block Silly Write when finished early. The Week Jr or book if burned out and want to read If time with Boehm: conference with me and receive feedback on Monday's prompt

9:20-9:40	Team-Building Exercise	Floor/Grass/Stone is Lava
9:40-10:30	Math Core	--First day puzzle 2 https://drive.google.com/file/d/1GevGuZBIRzaEkIOTyTNSINRnC1qiDFdc/view?usp=sharing --Water tank 3-act-task: https://mrmeyer.com/threeracts/watertank/ Print Templates https://docs.google.com/document/d/17p0YfpPdbt0dtoSxJcyAPh6qh8FY_HpxAb1H679DxQo/edit First lesson: https://tasks.illustrativemathematics.org/content-standards/5/NBT/A/1/tasks/1562 Beast Academy #9 - Decimals
10:30-10:40	School Check-In Snack Break	Anything we need to know or focus on?
10:40-11:00	Science Investigation & Research	Students work on differentiated investigation/research based on Follow-Up to Monday's activity/brainstorm. Links posted in Google Classroom for each student
11:00-11:30	Specials for School	
11:30-11:45	Websites & Portfolios, Organization	Updated with basic information, link shared with peer reviewers in Google Classroom

Content:

--English Block (DBQ Overview)

--Math Block

Thursday, September 17:

BBSDT (All in attendance)

On Thursday, the whole BBSDT team will be back together for a great close to the week! We'll dip our toes into our first Document-Based-Question (DBQ) for Social Studies and use it as the focus for the day's writing prompt. In math, we'll continue to explore place value through decimals and ensure everyone is feeling good on content for school heading into the weekend. Friday will also feature our first student choice block, where students can choose from a menu of continuing scientific research, english exploration, geography and social students content, or math challenges. We'll finish by receiving our first payday from class jobs, revisiting our Pod Crest and Name activity to affirm our values/culture, and have a shout-out filled closing circle.

Time	Content Area/Activity	Notes
8:00-8:10	Opener & Quick Circle	Kinetic Activity - Wind Blows + Add to the circle
8:10-8:40	Background/Content for DBQ	(Complete first Document together)
8:40-9:00	Explore further documents independently	<ul style="list-style-type: none"> • Writer's Workshop
9:00-9:05	Snack Break	
9:05-9:25	IB Learner Profile intro & Communication Written Activity	
9:25-9:50	Math Lesson	<p>Murray work OR Continue Place Value + Talia finish 3-act task</p> <p>https://tasks.illustrativemathematics.org/content-standards/5/NBT/A/1/tasks/1800 https://tasks.illustrativemathematics.org/content-standards/5/NBT/A/1/tasks/1931 https://tasks.illustrativemathematics.org/content-standards/5/NBT/A/1/tasks/1799</p> <p>Explain why $0.4 \times 10 = 4$ Explain why $3.4 \times 10 = 34$ Use pictures to illustrate</p>
9:50-10:00	Outside Time - Math crossover	Outdoor math basketball
10:00-10:30	Continue Science Investigation/Research	<ul style="list-style-type: none"> • Individual links in Google Classroom

10:30-11:00	Student Choice Block	<ul style="list-style-type: none"> • Flex time for school activity • Continue Science Investigation/Research • Work on Pod Crest improvements • Build the Human Body Model • Add to Vocabulary Wall • iPad app time** (select apps)
11:00-11:30	Specials for School	
11:30-11:45	Closing Circle	--Pod Name and Crest Revisit --Closing Circle For Week (compliments, receive person for next week)

WEEK 0

Date		
Time	Content Area/Activity	Notes
9:00-9:15	Opening Circle & IB Learner Profile Activity	
9:15-9:30		
9:30-9:45	English: Reading/History	•
9:45-10:00		
10:00-10:15	Snack Break	•
10:15-10:30	Class Jobs	•
10:30-10:45	English Journaling	•
10:45-11:00		
11:00-11:15		

11:15-11:30	Outside Time	
11:30-11:45		
11:45-12:00	Lunch	•
12:00-12:15		
12:15-12:30	Math	•
12:30-12:45		
12:45-1:00	Closing Circle	•