


Link for Lessons: [MP 5 Overview for School Wide Falcon Way Lessons](#)

[MYP/IB Approaches to Learning \(ATL\) Link](#)

**Lessons for Monday, February 27, Periods 1-7** School Wide Lesson MP 5

[School Wide Lessons for MP 5 Link](#)

*IB Learner Profile Trait for February is CARING*

<p><b>General Info</b></p>	<p><b>For each period:</b></p> <ul style="list-style-type: none"><li>a) Discuss the concept(s) being covered</li><li>b) Adjust the lessons to your classes as needed. The main purpose is to expose to/teach students these concepts/expectations.</li></ul> <p><b>Videos:</b> If you click on this “gear” icon on the right side of the video (once you open the video) you can adjust the “playback speed” to slow down the speaking rate, and choose closed captions in various languages. –If you click on “Auto-translate” you can choose the different languages.</p>  <p><b>Slides:</b> Below each slide in the note section are directions for how to teach that particular slide. Once you “full screen” the presentation, you will not be able to see the notes. <b>The notes and links in this document are the same as those in the slides.</b></p> <p><b>Brief Definition of IB:</b> International Baccalaureate: Instructional program offered globally and internationally recognized by government and universities as one of the best college programs available to students. Andrew Hill is one of the three public high schools in Santa Clara County offering the Diploma Program (DP) and one of two high schools offering the Middle Year Program (MYP). There are also two other private schools offering IB programs. For more information, check out <a href="http://ibo.org">ibo.org</a> or talk to Mr. Mike Winsatt.</p> <p><b>Brief Definition of ATL:</b> The 5 critical learning skills that IB teachers (that’s ALL teachers at Andrew Hill) foster in our students. The areas of learning are: Communication, Social, Self-Management, Affective, and Reflective skills.</p> <p><b>Learning Styles:</b> While all learners exhibit some degree of each learning style, at different times and with different subject matter, the main purpose of this delineation is to help us be more aware of utilizing a variety of pedagogical approaches.</p>
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<p>Period 1 &amp; Period 7</p> <p>Materials Needed</p> <p><a href="#">Kahoots! Game.</a></p> <p>Print or post as assignment:</p> <p><a href="#">Reflection worksheet.</a></p>	<p>Slide 1</p>	<p><b>IB Learner Profile Trait for February is CARING</b></p> <p><i>Explain the specific ATL skills students are learning with this activity.</i></p> <p><b><u>Approaches to Learning Link( ATL's): Collaboration Skills:</u></b>  Develop relationships; Listen actively to other perspectives and ideas</p> <p><b>ELD/SpED/9th/10th/11/12th: The Falcon 3 A's –Choose to do 1, 2 or all 3.</b></p> <ol style="list-style-type: none"> <li>1) <i>Auditory</i>– Have students read the words they see on the slide and have students give a brief explanation for each word.</li> </ol> <p><b>Do #2, 3, and/or 4 below:</b></p> <ol style="list-style-type: none"> <li>2) <i>Visual/kinesthetic</i>—<b>Kahoots!</b>: Click on this link to access the Kahoots! Game for this slide. I have shared the game with you, and it will generate a code for you to share with your students to play the <a href="#">Kahoots! game.</a></li> <li>3) <i>Kinesthetic</i>: Pair students by height/hair length/color of shoes/tops/etc, and have them stand facing their partner. <ol style="list-style-type: none"> <li>a) Round 1: <ol style="list-style-type: none"> <li>i) Partner 1 has 1 min to share how they practiced caring for themselves and/or others in the last week/month (IB learner trait for Feb.)</li> <li>ii) After 1 min, Partner 2 goes.</li> </ol> </li> <li>b) Round 2: Have partners who are standing nearby switch partners <ol style="list-style-type: none"> <li>i) Partner 1 has 1 min to reflect on one aspect of the 3 A's, how they have been doing with their attendance/attitude/academics (you choose 1 for them to focus on), and</li> <li>ii) After 1 min, Partner 2 goes.</li> </ol> </li> </ol> </li> <li>4) <i>Reading/Writing</i>–Journaling: Give students 5 minutes to reflect on their progress: <a href="#">Reflection worksheet.</a> The link will ask you to make a copy of the worksheet.</li> </ol>

		<p>5) <i>Auditory</i></p> <p>a) Follow up with any questions or comments to ensure that students understand the expectations.</p>
<p><b>Period 2</b></p> <p>Materials Needed</p> <p>1 sheet of paper for each group</p> <p>Optional:</p> <p>3 Post-Its for each student</p>	<p><b>Slide 2</b></p>	<p><b>IB Learner Profile Trait for February is CARING</b></p> <p><i>Explain the specific ATL skills students are learning with this activity:</i></p> <p><b>(ATL) Skills :Communication:</b> Negotiate ideas and knowledge with peers and teachers</p> <p><b>Critical-thinking skills:</b> Gather and organize relevant information to formulate an argument</p> <p><b>ELD/SpED/9th/10th/11th/12th:</b></p> <p>1) <i>Auditory</i>– Have students volunteer to read each question. Clarify any questions students may have.</p> <p><b>Do #2 or 3, and 4 below:</b></p> <p>2) <i>Visual/kinesthetic/Reading/Writing</i></p> <p>a) Sort students into groups of 3 (grouping ideas: counting off, by number of siblings, by kind or # of pets, or favorite food) and have them move to their group.</p> <p>b) In each group, have students decide roles for Timekeeper, Recorder, and Reporter.</p> <p>c) Give students a total of 9-12 minutes (3-4 minutes per question) to discuss the questions,</p> <p>i) The Recorder writes their group’s responses on one sheet of paper. Responses could be in list or paragraph format–let students decide how they want to convey their responses.</p> <p>ii) <b>(Please keep the papers for me as I’d like to collect the data shared by students–Send me a note and I swing by to pick them up).</b></p> <p>d) If you’re limited on time, choose 2-3 different groups to report the answers to each question.</p> <p>e) Have students do the Slide 3 activity.</p> <p>3) <i>Visual/kinesthetic</i></p> <p>a) Post the 3 questions around the room.</p> <p>b) Give students 3 sticky notes/post-its. Have them write their initials/name on the corner of each post-it (so that they’re held accountable to do the activity).</p> <p>c) Have students write their responses to the questions,</p>

		<p>and give them 8-10 minutes to go around the room to put up their post-its and read classmates' responses.</p> <ol style="list-style-type: none"> <li>4) <i>Auditory</i> <ol style="list-style-type: none"> <li>a) Follow up with any questions or comments to ensure that students understand the expectations.</li> </ol> </li> <li>5) <i>Reading/Writing</i> <ol style="list-style-type: none"> <li>a) Have students do the Exit Ticket on the next slide (Slide # 3).</li> </ol> </li> </ol>
<p><b>Period 2</b></p> <p>Paper for each student for exit ticket</p>	<p><b>Slide 3</b></p>	<p><b>IB Learner Profile Trait for February is CARING</b></p> <p><i>Explain the specific ATL skills students are learning with this activity:</i></p> <p><b>(ATL): Transfer skills:</b> Inquire in different contexts to gain a different perspective</p> <p><b>ELD/SpED/9th/10th/11th/12th:</b></p> <ol style="list-style-type: none"> <li>1) <i>Auditory</i>– Have a student volunteer read the Exit Ticket prompt.</li> <li>2) <i>Reading/Writing</i> <ol style="list-style-type: none"> <li>a) Have students write their reflection as their Exit Ticket out of your class.</li> </ol> </li> <li>3) <i>Auditory</i> <ol style="list-style-type: none"> <li>a) Follow up with any questions or comments to ensure that students understand the expectations.</li> </ol> </li> </ol>
<p><b>Period 3</b></p> <p>1 set of copies (30 gamecards total)</p> <p><a href="#">Bingo Game Link</a></p>	<p><b>Slide 4</b></p> <p><a href="#">Expectation Matrix Link</a></p>	<p><b>IB Learner Profile Trait for February is CARING</b></p> <p><i>Explain the specific ATL skills students are learning with this activity:</i></p> <p><b>(ATL) Skills: Critical-thinking skills:</b> Revise understanding based on new information and evidence; Draw reasonable conclusions and generalizations</p> <p><b>Transfer Skills:</b> Inquire in different contexts to gain a different perspective</p> <p><a href="#">Expectation Matrix Link</a></p> <p><a href="#">Bingo Game Link</a> (this is a PDF with 30 different game cards. If you</p>

		<p>have more than 30 students, make a double copy of a few cards. There are 2 game cards to a page, and so you will need to cut the page in half.)</p> <p><b>ELD/SpED/9th/10th/11th/12th:</b></p> <ol style="list-style-type: none"> <li>1) <i>Visual/Auditory</i> <ol style="list-style-type: none"> <li>a) Ask students what they notice about the expectations matrix.</li> <li>b) Ask students what they think the “All Settings” refer to? (Answer: <i>Student union, library, gyms/stadium, parking lot, offices, cafeteria, other places where we are with people</i>)</li> </ol> </li> <li>2) <i>Reading/Visual/Kinesthetic</i>—Introduce students to the entire expectations matrix by playing a bingo game. <a href="#">Bingo Game Link</a></li> <li>3) If students ask questions pertaining to “consequences” for those who “break” these expectations, reply with something like: <p style="margin-left: 40px;">“The purpose of this expectation matrix is to help every Falcon learn the behaviors that will help all of us learn together, help us be better people, and help us build a closer school community. We expect everyone to do our optimal best to help us be a better Andrew Hill.”</p> </li> <li>4) If students persist and consequences, then a reply like: <p style="margin-left: 40px;">“There are natural consequences if some Falcons decide to purposely break these expectations. The advisors and safety team will make phone calls home, have a meeting with the guardians/parents, and together determine the consequences for the actions.”</p> </li> </ol>
<p><b>Period 4</b></p> <p>Print or post as assignment:</p> <p><a href="#">Partner Worksheet</a></p>	<p><b>Slide 5</b></p>	<p><b>IB Learner Profile Trait for February is CARING</b></p> <p><b>ATLs: Transfer skills:</b> Apply skills and knowledge in unfamiliar situations</p> <p><b>Communication skills:</b> Negotiate ideas and knowledge with peers and teachers</p> <p><b>ELD/SpED/9th/10th/11th/12th:</b> <b>Do Activity 1 AND 2 or 3</b> Link to <a href="#">Partner worksheet link</a> (the link will ask you to make a copy),</p> <ol style="list-style-type: none"> <li>1) <i>Auditory</i>– <ol style="list-style-type: none"> <li>a) Tell students that in this period, we’re going to focus</li> </ol> </li> </ol>

on the “All Settings,” specifically the “You Matter” part of the matrix.

- b) Remind students that the “All Settings” refers to places like the Student union, library, gyms/stadium, parking lot, offices, cafeteria, other places where we are with people.

**AND**

2) *Visual/Kinesthetic/Reading/Writing*

- a) Sort students into groups of 3-4 (grouping ideas: Lucky number, favorite color/type of food—these commonalities also help students to connect with each other, building a sense of belonging and community).
- b) Have students get up and move to their group.
- c) In each group, have students decide roles for Timekeeper, Recorder, and Reporter. (Yes, we’re using the same strategies here as we did for Per. 2 activity)
- d) Give students one bullet point from the slide to unpack “the why and the what/how”. (at least 2 groups will address the same bullet point)
  - i) For example, for the groups with the bullet point of “Advocate for your needs,” you may first need to help them define “advocate.”
  - ii) Ask them to discuss Question 1 in their group and Recorder writes the responses as a list.
  - iii) For Question 2, ask students to give examples of how/what it would look like. In the example above, what would “advocating for your needs” look like? What do you have to do to advocate for your needs? Etc.
  - iv) The Recorder writes their group’s responses on one sheet of paper.
- e) Combine the like-groups (the groups with the same bullet point), and have the Reporter share/discuss their group’s responses.
  - i) Have the groups decide on the responses they will share out to the entire class.

**OR**

3) *Visual/Kinesthetic*

- f) Pair students by the same first letter of their first name (or proximity of letters).
- g) Have students move to work together to answer Question 1 and 2 for each bullet point. [Partner](#)

		<p style="text-align: center;"><a href="#">Worksheet Link</a> .</p> <p>4) <i>Auditory</i></p> <p>a) Follow up with any questions or comments to ensure that students understand the expectations.</p>
<p><b>Period 5</b></p>	<p><b>Slide 6-9</b></p>	<p><b>IB Learner Profile Trait for February is CARING</b></p> <p><b>ATL Skills: Transfer skills:</b> Apply skills and knowledge in unfamiliar situations</p> <p><b>Communication skills:</b> Negotiate ideas and knowledge with peers and teachers</p> <p><b>ELD/SpED/9th//10th/ (11th/12th optional)</b></p> <p>1) <i>Auditory</i></p> <p>a) Tell students that in this period, we’re going to focus on the “All Settings,” specifically the “Actions Matter” part of the matrix.</p> <p>b) Remind students that the “All Settings” refers to places like the Student union, library, gyms/stadium, parking lot, offices, cafeteria, and other places where we are with people.</p> <p>2) <i>Visual/Kinesthetic/Reading/Writing</i></p> <p>a) Separate students into teams of 5 and have each group be a bit apart from each other.</p> <p>b) Give each team 3 sheets of paper (can be scrap paper as long as one side is blank)</p> <p>c) Ask them to decide on a team name and write their team name on each of the 3 sheets of paper.</p> <p>d) Tell the teams that they are competing against each other to complete each prompt. Prompt 1 will go on the first paper, prompt 2 on the 2nd paper, and prompt 3 on the 3rd sheet of paper.</p> <p>e) There is a time limit for each one, and the goal is to write down as many answers as they can. (You decide how long you want to give them to complete each prompt.)</p> <p>f) <b>Prompt 1: Make a list of the different ways that Falcons show that they are kind and courteous to others.</b></p> <p>i) (Maybe 3-5 min? Time it and count down from 10 to 1, and at 1, their paper needs to be in</p>

		<ul style="list-style-type: none"> <li>ii) your hands.) (Teacher reads through what the groups have, jotting down on the board the common answers—can ask a volunteer to write them on the board). (1) Ask another student to type up what’s on the board so as to later post the common answers as a reminder</li> <li>g) <b>Prompt 2 on the 2nd sheet of paper: Give examples of what it means to keep your area clean.</b> i) (Repeat the same process as above)</li> <li>h) <b>Prompt 3: Give examples of suspicious activities and harm being done that you would need to report.</b> i) (Repeat the same process as above)</li> <li>3) <i>Auditory</i> <ul style="list-style-type: none"> <li>i) Follow up with any questions or comments to ensure that students understand the expectations.</li> </ul> </li> </ul>
<p><b>Period 5</b></p>	<p><b>Slide 10</b></p>	<p><b>IB Learner Profile Trait for February is CARING</b></p> <p><b>ATL Skills: Transfer skills:</b> Apply skills and knowledge in unfamiliar situations</p> <p><b>Communication skills:</b> Negotiate ideas and knowledge with peers and teachers</p> <p><b>11th/12th:</b></p> <ul style="list-style-type: none"> <li>1) <i>Auditory</i> <ul style="list-style-type: none"> <li>a) Tell students that in this period, we’re going to focus on the “All Settings,” specifically the “Actions Matter” part of the matrix.</li> <li>b) Remind students that the “All Settings” refers to places like the Student union, library, gyms/stadium, parking lot, offices, cafeteria, and other places where we are with people.</li> </ul> </li> <li>2) <i>Visual/Kinesthetic/Auditory</i> <ul style="list-style-type: none"> <li>a) Have students form teams of 4-5</li> <li>b) Give students 10 minutes to script and practice a short skit that demonstrates one of the bullets above. <ul style="list-style-type: none"> <li>i) Quietly assign each group a different bullet point, or let them quietly tell you which one they</li> </ul> </li> </ul> </li> </ul>

		<p>picked, but ensure that each bullet gets even coverage.</p> <p>c) After each performance, have the audience guess which bullet point is being presented, and discuss what was presented.</p> <p>3) <i>Auditory</i>:</p> <p>d) Follow up with any questions or comments to ensure that students understand the expectations.</p>
<p><b>Period 6</b></p> <p><b>Supplies needed:</b></p> <p><a href="#">Quizizz Game Link</a></p> <p>Print or post as assignment:</p> <p><a href="#">Worksheet Link</a></p>	<p><b>Slide 11</b></p>	<p><b>IB Learner Profile Trait for February is CARING</b></p> <p><b>(ATL) Skills: Transfer skills:</b> Apply skills and knowledge in unfamiliar situations</p> <p><b>Reflective Skills:</b> Develop new skills, techniques and strategies for effective learning</p> <p><b>ELD/SpED/9th/10th/11th/12th:</b> <a href="#">Quizizz Game Link</a> <a href="#">Worksheet Link</a></p> <p>1) <i>Auditory</i></p> <p>a) Tell students that in this period, we're going to focus on the "All Settings," specifically the "Learning Matter" part of the matrix.</p> <p>b) Remind students that the "All Settings" refers to places like the Student union, library, gyms/stadium, parking lot, offices, cafeteria, other places where we are with people.</p> <p>2) <i>Visual/Kinesthetic/Reading/Writing</i></p> <p>a) Give students each a scrap sheet of paper (one side blank so that they can write a question).</p> <p>i) Tell students that you're going to have them model asking questions that they may have about anything that's going on in class, school, society, the world. The questions can be actual questions that they have.</p> <p>ii) Have them write the question(s) on their paper.</p> <p>iii) Ask them to crumble up the paper and throw it up for someone else to catch, like a snowball..</p> <p>iv) The receiver of the snowball models "being physically present and pay(ing) attention" by silently first reading the snowball question(s) and then determining the answer.</p> <p>v) Call on 5 students to read the questions on the snowball they got and answer them if students</p>

		<p>don't know the answers.</p> <p>vi) Make it clear how asking questions is a great way to learn.</p> <p>3) <i>Visual/Reading/Writing</i></p> <p>a) Have students do this <b>interactive Quizizz activity</b>: <a href="#">Quizizz Game Link</a></p> <p>If the link doesn't work for you:</p> <p>b) Worksheet with the same Quizizz questions: <a href="#">Worksheet Link</a></p> <p>4) <i>Auditory</i></p> <p>a) Discuss/clarify/ follow up with any questions or comments to ensure that students understand the expectations that were covered today.</p>
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