



## **Moving up: Learning to move and moving to learn**

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This curriculum unit is recommended for:  
Mathematics, grade 4

**Keywords:** Movement, learning, music, TikTok

**Teaching Standards:** See [Appendix 1](#) for teaching standards addressed in this unit.

**Synopsis:** This curriculum unit will be beneficial to fourth grade mathematics classes while keeping students active and engaged with their learning. In this unit, students will learn the “dos and don’ts” of using social media platforms such as Tik Tok, Facebook, Instagram, Youtube, and SnapChat in order to practice digital citizenship. Using prominent women of color in the music industry, students will answer questions which involve calculation and computation. This unit includes performance tasks to be used at the end of each math unit. In addition, there are four lessons centered on digital citizenship, social media, and major individuals in the music industry. This unit supports students’ understanding and practice of adding, subtracting, multiplying, dividing, comparing numbers using place value, multiplicative, additive comparisons and multi step word problems.

*I plan to teach this unit during the coming year to 45 students in fourth grade mathematics.*

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## **Introduction –**

As a teacher in a title one school with mostly black and brown students, naturally, I was drawn to a seminar entitled Black Girl Magic. Mountain Island Lake Academy is located in the inner city of Charlotte, North Carolina. Mountain Island Lake Academy is a Charlotte Mecklenburg School and goes from pre K to 8th grade. Previously, I taught a third grade, all subjects, self contained class. However, this year, I am teaching fourth grade science and math. <sup>1</sup> 2019 was my first year teaching and within my classroom, I had a range of students with different intellectual abilities. One thing is for certain, each and every one of my students liked to be up and moving around. In fact, it is not rare for a student to tell me that their favorite thing about school is recess or being able to play with their friends. Children, naturally, like to move around and play. Countless times within my classroom, I'd tell a student to "have a seat," "this is not step practice," "stop dancing," and more. But, what if as educators, we could work to incorporate music and dance within the classroom.

TikTok is the latest social media app that has become the newest obsession. Dances, music, and videos can be viewed and replicated for one's enjoyment. Incorporating music and dance could help keep the attention, energy, memory, and motivation of students at an all time high.

TikTok is currently designed for users over the age of 13 or with parental consent. In July of 2020, Tik Tok listed that almost a third of its users were 14 or younger. Therefore, TikTok would need to adopt safety measures for young children or create a space specifically for educational purposes.<sup>2</sup>

My goals for this curriculum unit is that educators become students themselves and learn how to incorporate music, dance, and movement into their everyday lessons. My vision is that children's love for music and dance can be fused with curricula. Furthermore, because many students are engaged with social media and have a passion for music and dance, this unit will educate students on digital citizenship, streaming, likes, subscribers, followers, viewers, etc.

While this unit is tailored to the curriculum in fourth grade, my hope is that educators will take the idea and craft it to fit their grade level curricula and standards.

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<sup>1</sup> Madan, Christopher R, and Anthony Singhal. "Using Actions to Enhance Memory: Effects of Enactment, Gestures, and Exercise on Human Memory." *Frontiers in psychology*. Frontiers Media S.A., November 19, 2012. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3536268/>.

<sup>2</sup> Zhong, Raymond, and Sheera Frenkel. "A Third of TikTok's U.S. Users May Be 14 or Under, Raising Safety Questions." *The New York Times*. The New York Times, August 14, 2020. <https://www.nytimes.com/2020/08/14/technology/tiktok-underage-users-ftc.html>.

## Rationale

Microlearning is “electronic learning in short durations with lessons or topics that are able to be completed individually or part of a larger learning objective.”<sup>3</sup>

Within our classrooms, getting students to remain focused and attentive is a challenge and constant task. For many educators, their evaluation has “student engagement” as one of the listed criteria. Being one person, in the front of a room, attempting to lecture numerous young students, it sometimes feels as if more needs to be done to ensure that students are retaining and engaging with the material.

One thing is for certain, children, of all ages are enthralled with the social media app-TikTok. So, why not incorporate Tik Tok into the educational realm? In one article, teachers gave testimonies about how they allowed their Scholars to submit work by creating TikTok videos. The grading is based on the information presented in the submission, not how the work is submitted. Many teachers that assign projects, offer a variety of ways for students to submit their work. These include papers, videos, powerpoints, and posters. Now, educators can allow students to create short and concise videos on TikTok to capture and display what they have learned.

On the contrary, a novel idea of how TikTok can be used for educational purposes is to aid with memory. Adults will jokingly say “I hope you know your school work as well as you know that song,” but why can’t students have “the best of both worlds?” Struggling to remember the order of operations, order of the planets, or the parts of the water cycle? Why not make a 15 to 30 second dance filled with information and movements. Thus, when students sit for an exam or need to recall the information, it will be easier to recall.

My vision is that teachers for all grade levels turn to TikTok as a means for students to both study and present information. Social media platforms are designed to share information and communicate.

## Unit Goals

Please see appendix 1: teaching standard for details.

## Daily Lessons

This unit will include a total of 4 lessons. The first lesson will introduce students to social media platforms and provide a lesson on digital citizenship. The second lesson will focus on streaming music. The third lesson will incorporate likes, followers, and viewers. Lastly, students will have the opportunity to reflect on the amount of screen time spent on social media and the internet.

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<sup>3</sup> “Microlearning.” Urban Dictionary. Accessed December 2, 2020.  
<https://www.urbandictionary.com/define.php?term=Microlearning>.

## Performance Task

At the end of the quarter, students will have the option of selecting their own topic and getting into groups with other students to create their tik tok videos. These videos are specifically designed to help students with retaining necessary information from fourth grade to fifth grade. Students will have a total of five opportunities to create TikTok videos. One at the end of all four quarters and one at the end of the school year.

The first unit of math in fourth grade includes place value, adding and subtracting up to 100,000, and multiplication. For place value, students learn the 10x rule, comparing numbers, and writing numbers in standard, expanded, and written form. In the next unit for quarter one, students learn to fluently add and subtract up to 100,000. Students encounter regrouping and borrowing. The mantra we use is “more on the floor, go next door.” to help students remember that when subtracting if the number in the bottom is larger than the number on top, we must borrow. In the third unit, students learn how to multiply by one digit numbers. Students are introduced to the area and partial product model. Next, students begin to multiply by two digit numbers. At the end of the quarter, students must choose one topic to use to create their TikTok video.

The second unit of math in fourth grade includes division by one digit numbers, multi-step word problems and factors and multiples. For division, students know the method of the big 7. At the end of the quarter, students must choose one topic to use to create their TikTok video.

The third unit of math in fourth grade includes fractions, equivalence, adding and subtracting, multiplication, and decimals. At the end of the quarter, students must choose one topic to use to create their TikTok video.

The last unit of math in fourth grade includes lines, angles, shapes, and patterns. At the end of the year, students will create two TikTok videos-- one for the end of the unit and one for the entire year.

### Performance Task Blueprints for TikTok Videos

- Ex. Topics of tik tok videos will be
  - Those that are familiar and high probability of interest to a student at that grade level.
  - Consistent with given examples
  - Short and concise

### Develop Prompt

Select one unit of focus from this quarter. Then, select a topic which interests you. From the topic, list the most important things to remember. Write lyrics and come up with dance moves to accompany your lyrics. Record your tik tok and be prepared to share with the class.

For example, If you choose the adding and subtracting unit, you might list that it is important to stack and subtract. For subtracting, be sure that the places line up... then if there is more on the floor (the number on the bottom is greater than the number on the top), you need to go next door (ReGroup).

You and your group will come up with dance moves and words to form a tik tok video to help everyone remember the important points in adding and subtracting up to 100,000.

### **Determine Assessment Dimensions for Rubric: Main Ideas & Organization**

Students should have chosen a topic from the fourth grade math curriculum.

Students should have created lyrics which align to the important information from their chosen topic.

Students should have created movements which align to the important information from their chosen topic.

Students should have recorded their TikTok video and been prepared to present to the class.

### **Content Research**

#### **Memory and Movement**

“Movement can be an effective cognitive strategy to strengthen learning, improve memory and retrieval, and enhance learner motivation and morale.” The cerebellum acts as the brain’s control center. Information travels to and from the cerebellum. “The cerebellum can make predictive and corrective actions regardless of whether its dealing with a gross- motor task sequence or a mentally rehearsed task sequence. Research has found that the harder the task you ask students to perform, the greater amount of activity will be performed in the cerebellum. Thus, motor and cognitive processes are linked.”<sup>4</sup>

Oxygen is also important for the brain to function. Increased blood flow to the brain increases the amount of oxygen that reaches the brain. “Physical activity is a reliable way to increase blood flow, and hence oxygen, to the brain.”<sup>5</sup>

Having the knowledge of the positive relationship between oxygen and brain functioning, we as educators should be doing whatever is necessary to get students up and moving, increasing their oxygen levels, and thus increasing their brain function.

#### **Student Engagement**

As a Charlotte Mecklenburg Schools teacher in North Carolina, I am under a strict evaluation process. For, Teachers in their first three years of teaching receive three observations throughout the year and when the years of experience increase, the number of observations per year decrease. One of the evaluation criteria is “Student engagement.” The administrator or person conducting the evaluation may look around the classroom and count the total number of scholars compared to the number who are participating in your lesson. Are students actively paying attention? Are students completing the task the teacher has asked them to? When you give a “Do now,” do students immediately begin working? Do students know what is expected of them?

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<sup>4</sup> Ascd. “Chapter 4. Movement and Learning.” Movement and Learning. Accessed December 2, 2020. <http://www.ascd.org/publications/books/104013/chapters/Movement-and-Learning.aspx>.

<sup>5</sup> “Id”

So why not assign tasks that are both thought provoking and engaging for scholars? Tik Tok allows students to move around, helps with memorizing short songs, and storing that information for easy retrieval.

### Brain breaks

“Brain breaks help a student take a break and re-energize the brain to begin focusing again.”

Research has revealed that students tend to be able to focus for an amount of time equal to their age plus two. Shockingly, teaching fourth grade students, my students range from eight to ten years old. Add two to that and you have about ten to twelve minutes of focusing ability.

Traditionally, brain breaks take about two minutes for students to participate and incorporate movement, music, and dance.<sup>6</sup>

Brain breaks should be intertwined throughout lessons and the school day. Below, you will find links to brain breaks useful in the classroom.

### Instructional Implementation

Allow students to help with creating the playlist which will be used for activities. Sometimes as adults, we are not in-tune with the latest hits for kids. A suggestion would be to have questions in the beginning of the year “Get to Know you” activities which will help to produce a playlist. The created playlist can be used as students enter the classroom, complete assignments, as a timing mechanism, and for brain breaks.

Music can be used to create a mood. In the mornings, when students should enter the classroom, unpack, and begin working on the daily warm-up, classical music or jazz plays in the background. These genres of music have calming features. However, when students are up and moving around completing activities such as “around the world,” energetic music can be played.

Music will be incorporated into multiple aspects in the classroom. For example, music will be used to transition students from one activity to another. Music will be used as a timer. For example, at the end of this song, you should be all packed up and ready to move to the next activity.

Lastly, moves to popular songs can be used to get students moving throughout the day. For example, if a question is asked, students may answer by dabbing or hitting the woah.

Teaching Strategies:

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<sup>6</sup> “Brain Breaks Help Students Re-Energize.” Watson Institute, May 1, 2020.  
<https://www.thewatsoninstitute.org/watson-life-resources/situation/brain-breaks/>.

Use of videos can aid students in learning. For example, learning sites such as Khan Academy, MathAntics, Brainpop and Learn Zillion provide additional supports and practice for Scholars.

Throughout the unit lessons, graded practices with questions focused on prominent members of the music industry will be used to assess students' knowledge on the math standards for fourth grade.

Exit tickets are quick assessments designed to be taken at the end of the lesson to gauge whether or not students have mastered the content. Another possible in-class activity would be four corners, around the world, and find a friend which allows students to move around the classroom.

## Lesson 1-- Digital Citizenship & Social Media <sup>7</sup>

<b>Teacher:</b> Tik Tok, Facebook, SnapChat, and Instagram (Written on the Board) What do all of these things have in common? What are they? Wait for student responses.	<b>Student:</b> Students raise hands to answer the question.
According to dictionary.com, Websites and applications that allow users to create and share content or participate in social networking is known as social media. How many of you all have some form of a social media account? If you do have some type of social media account, stand up. If you do not have a social media account, remain seated.	Students who do have a social media account, stand up. Those who do not have a social media account remain seated.
Did you know that there is an age requirement for most social media apps and sites? (Show me by nodding yes or shaking your head no) Most social media sites require users to be at least 13 years of age. These sites include Facebook, Instagram, SnapChat, Twitter, Skype, and more.	Students nod or shake their head signaling yes or no.
Most age requirements are set so that users are responsible and practice “Digital Citizenship.” Digital Citizenship is “how we should act when we are using digital tools, interacting with others online, and what should be taught to help the next generation be better stewards of this technology” (Schoolology)	
Because there are so many young users on social media sites, it is important to educate them on the “dos and “dont’s” of social media.	Students get into pairs by the teacher counting them off.

<sup>7</sup> Schoolology. “Digital Citizenship: Elements, Lessons, and Importance.” Schoolology. Accessed December 3, 2020. <https://www.schoolology.com/blog/digital-citizenship-elements-lessons-and-importance-0>.



<p><b>POINTS OF DISCUSSION</b></p> <ol style="list-style-type: none"> <li>1. Appropriate photos</li> <li>2. How to speak to one another</li> <li>3. Good vs. Bad relationships</li> </ol> <p>You and a partner will work together to decide if the scenarios are social media approved or social media prohibited.</p>	<p>A timer is set for ten minutes to allow students to read through the scenarios and decide whether or not they are appropriate for social media.</p>
<p>Gets the class back together. Goes through each example, allowing scholars to share and ask questions.</p>	<p>Students have the speaker and ask questions by raising their hands.</p>
<p>Lesson wrap up:  <a href="https://www.commonsense.org/education/videos/we-the-digital-citizens">https://www.commonsense.org/education/videos/we-the-digital-citizens</a></p>	<p>Students watch the common sense video as a way to remind them of key points regarding digital citizenship.</p>

**Before you...**



**THINK!**

**T**

= Is it True?

**H**

= Is it Helpful?

**I**

= Is it Inspiring?

**N**

= Is it Necessary?

**K**

= Is it Kind?

Name \_\_\_\_\_ Date \_\_\_\_\_

Year \_\_\_\_\_ Teacher \_\_\_\_\_

## DIGITAL CITIZENSHIP

With a partner, read the scenario and decide whether or not it is something that should be approved for social media or left off and for your eyes only. Be sure to circle your choice!

SALLY AND HER BESTFRIEND CHRISSY ARE MAD AT ONE ANOTHER. SALLY DOESNT THINK CHRISSY IS A GOOD FRIEND, SALLY DECIDES TO TYPE MEAN AND HURTFUL THINGS ABOUT CHRISSY ON HER TWITTER PAGE. SHOULD SHE POST?

*Yes*

*No*

NIYAH IS 8 YEARS OLD, MOST OF HER FRIENDS ON INSTAGRAM AND SNAP CHAT ARE OTHER STUDENTS FROM SCHOOL OR HER DANCE STUDIO. NIYAH GETS A FRIEND REQUEST FROM A 60 YEAR OLD MAN WHO SAYS THAT HE WOULD LIKE TO BE HER FRIEND, SHOUD SHE ACCEPT?

*Yes*

*No*

JAKE WANTS TO MAKE MORE FRIENDS TO PLAY WITH AFTER SCHOOL. WHILE ON SNAP CHAT, HE POSTS A VIDEO OF HIMSELF RIDING ON HIS NEW SCOOTER.

ONE OF HIS FRIENDS ON SNAPCHAT MESSAGES HIM AND ASKS FOR HIS ADRESS, SO THAT HE CAN JOIN HIM. SHOULD JAKE SEND HIS ADRESS TO HIS SOCIAL MEDIA FRIEND?

*Yes*

*No*

STOP! THINK OF A SCENARIO OR SITUATION YOU WOULD NOT BE SURE IF IT IS SOCIAL MEIDA APPROVED OR SHOULD BE LEFT OFF. WE WILL DISCUSS THEM AS A CLASS.



## Lesson 2-- Music Streaming <sup>8</sup>

Teacher:	Student:
“Alexa play Happy by Pharrell Williams”	Looking around confused.. Students raise their hands to inform the teacher that there is not an Alexa in the classroom.
“Oh yes! Of course. I completely forgot, I’m in the classroom, I use Youtube to play music. Sometimes I forget that I am not at home and therefore, I can not request Alexa to play a song for me though Amazon music.”	
<p>Songs and music can be played from many different websites and apps. Music streaming sites include youtube, Amazon Music, SoundCloud, Spotify, Pandora and more. For our lesson today, we will use spotify. If you have used Spotify before, give me a thumbs up.</p> <p>Spotify has a page which allows you to see an artist’s top 10 songs played in the last 30 days. The artist we will use for today’s activity is Keke Palmer.</p> <p>I remember when Keke Palmer played in the disney movie Jump in, but now, she is producing her own music.</p> <p>Keke Palmer’s short biography--</p> <p>Born in 1993, Keke is a singer, actress, and appears on television. She has starred in movies such as ‘Akeelah and the Bee’ and ‘Jump in.’ You may have also watched the Nickelodeon TV show ‘True Jackson, VP’ which Keke held the lead role as the vice president of a billion-dollar fashion company. Do you know a song created by Keke Palmer? If so, pick up a marker and write the name of the song on the board.</p> <p>As a class, we will now rank the songs with #1 being the song we think is the best and most popular to #10.</p>	<p>Scholars respond with a thumbs up.</p> <p>Students take turns coming to the front to grab a marker and write the name of a song written by Keke Palmer.</p> <p>Students will raise their hands to vote for the rankings of songs put on the whiteboard.</p>

<sup>8</sup> “Keke Palmer.” Biography.com. A&E Networks Television, July 20, 2020. <https://www.biography.com/actor/keke-palmer>.

On the screen, you will now see the top 10 song rankings for Keke Palmer according to Spotify. You will complete a check in multi digit addition, subtraction, and comparing numbers.

Be sure to complete all questions on the exit ticket.

Students have 15 minutes to complete their exit ticket on adding. Subtracting, and comparing numbers.

The screenshot shows the Spotify interface for Keke Palmer's 'Popular' playlist. The top 10 songs are listed with their rank, album cover, song title, play count, and duration. The user 'darianredfearn' is logged in.

Rank	Album Cover	Song Title	Play Count	Duration
1		GIANTS	67,026,588	3:11
2		Man In The Mirror	11,196,737	4:24
3		Property (feat. Keke Palmer)	9,113,245	3:13
4		We Are - From "Ice Age: Continental Drift"/Theme	640,810	3:09
5		Bottoms Up	4,676,930	3:41
6		Sticky	1,148,244	2:52
7		Got Em Mad	383,614	3:15
8		Better to Have Loved	2,393,573	3:23
9		Hands Free	6,646,837	3:10
10		It's My Turn Now - Soundtrack	1,801,759	3:16

SHOW LESS

### Lesson 3-- YouTube <sup>9</sup>

Teacher:	Student:
<p>As students enter the classroom, play “Brown Skin Girl” by Beyonce</p> <p>“If you know of a song written or performed by Beyonce, stand up.”</p> <p>Beyonce has over 22.1 million subscribers on Youtube and 227 videos posted on her official Youtube channel.</p> <p>“I know, that is a ton of people, more than I could imagine.”</p> <p>Youtube popularity and prominence (famous) is determined by the number of views and subscribers a creator has.</p> <p>Using the lyrics from “Brown Skin Girl,” you will complete a multiplicative and additive comparisons worksheet.</p> <p>You may choose one additional person to work with. Once you have chosen your partner, grab a clipboard, and spread out around the room. I will know that you are ready when I see that you are seated.</p> <p>Students are given twenty minutes to work with their partner to complete the multiplicative comparisons worksheet.</p> <p>Class comes back together to discuss the answers in whole group.</p>	<p>Students that know of a song or performance stand.</p> <p>Students get into pairs, grab a clipboard, and sit around the classroom.</p>

<sup>9</sup> “Keke Palmer.” Biography.com. A&E Networks Television, July 20, 2020.  
<https://www.biography.com/actor/keke-palmer>.



NAME:	TEACHER:
GRADE & SECTION:	DATE:

## "BROWN SKINNED GIRL"

A practice with multiplicative comparisons.

Beyonce compared the skin of a brown skinned girl to that of a pearl instead of a diamond. Pearls are a rare find and therefore have more value than diamonds. In the video, Beyonce bought sets of pearls for the women and girls to wear. She spent \$2,000 in total. This is four times as much as she would have spent if she purchased diamonds. How much money would she have spent if she purchased diamonds?

\_\_\_\_\_

Queen B (Beyonce) has won 24 music awards and been nominated for about four times as many. About how many nominations has Beyonce received for a Grammy award?

\_\_\_\_\_

In 2020, Jay-Z (Beyonce's husband) received three nominations for a Grammy. In comparison, Beyonce recieved three times as many nominations. How many nominations did Beyonce receive for Grammys in the year of 2020?

\_\_\_\_\_



## Lesson 4-- Screen Time <sup>10</sup>

### Have two students volunteer to act out this scenario.

Student 1: “Oh my goodness, the new season of fortnite has been released. I can’t wait to get home from school and play my Playstation 5. I am going to stay up all night battling my friends.”

Student 2 (Playing the role of the Teacher): “Don’t forget to study for your math unit test on Division. We have practiced the area model and have worked hard on interpreting remainders. Ensure that you limit your screen time, so that you have time to study and get enough rest.”

Student 1 (mumbles under his breath): “Yeah right. Limit my screen time.”

As the next morning approaches, Student 1 can be found in his room playing Fornite. This student has chosen to stay up most of the night playing video games rather than study for his test.

Student 1 (Walks into the classroom looking tired and grumpy): “I am here only because Parents make me come to school. I didn’t have much time to study and I don’t think I will do well on my test. Which is bad because then my parents will ground me and take away my precious game. What’s life without a game?”

Student 2 (Playing the role of the Teacher): “Class, as I have said before, to every action there is a reaction or a consequence. Limiting screen time is important because we each have responsibilities and goals in life. We must prioritize (put what’s most important at the top and least important at the bottom). Although a new season came out on Fortnite, you all know that tests are important and make up a large percentage of your final grade in this class. Next time, I hope that you will make better choices and yes, limit your screen time.

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Teacher:	Student:
“Good morning, friends!” I need two volunteers to act out a scenario for me.	Students raise their hands to volunteer.
Chooses two students. Now, you two will read the script I give to you aloud for the class to hear.	Two students act out the scenario.

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<sup>10</sup> “Screen Time and Children: MedlinePlus Medical Encyclopedia.” MedlinePlus. U.S. National Library of Medicine. Accessed December 3, 2020.  
<https://medlineplus.gov/ency/patientinstructions/000355.htm>.

<p>What are your thoughts on screen time? Do you think that it is important?</p> <p>Screen time is “the amount of time spent using a device such as a smartphone, computer, television or video game.” The amount of time you are spending in front of a screen takes way from your time which could be spent outdoors, doing physical activities, studying, cleaning, spending time with family, and more.</p> <p>The current recommendation is that for children who are over the age of 2, one to two hours of screen time should be given per day.</p>	<p>If you think it is important, give me a thumbs up, if you do not think that it is important, give me a thumbs down.</p>
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## Asher's day

Asher has from 3pm-9pm to eat dinner, complete his homework, play outside, play his PS-4, and shower before it is time to go to bed and prepare for school the next day. How many hours does Asher have to complete all of his tasks?

With the number of hours Asher has to complete all of his tasks, there are 60 minutes in an hour. How many minutes does he have to complete his tasks? Write out your equation.

The recommended amount of screen time for children over the age of two is two hours per day. The current time is 4:30 pm and Asher started playing at 3pm. How many more minutes does Asher have left of screen time before he reaches his daily limit? Be sure to show your work!

## **Appendix 1: Teaching Standards**

### **NC. 4. OA. 1**

Students will interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations.

### **NC. 4. OA. 3**

Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems which remainders must be interpreted.

### **NC. 4. NBT. 2**

Students will read and write multi-digit whole numbers using base-ten numerals, number names,, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

### **NC.4.NBT.4**

Students will fluently add and subtract multi-digit whole numbers using the standard algorithm.

## **Teacher Resources**

### **Activity- Brain Breaks**

Pre-recorded brain breaks can be found on Youtube. Here are links to a few that can be used in this unit. However, there are an abundance of additional resources on the internet.

<https://www.youtube.com/watch?v=KhfkYzUwYFk>

<https://www.youtube.com/watch?v=jPII94fI4i4>

<https://www.youtube.com/watch?v=IJPvEs8qpQc>

<https://www.youtube.com/watch?v=58B4TVE-dT8>

### **Activity- Mystery Pixel Art**

[https://docs.google.com/spreadsheets/d/1gwN3SJRz5ap3t3UIzkkIqAI\\_6fMH52J1B4vate2ny8/copy](https://docs.google.com/spreadsheets/d/1gwN3SJRz5ap3t3UIzkkIqAI_6fMH52J1B4vate2ny8/copy)

With the shift to full remote learning and emphasis in the use of technology, pixel art allows students to answer practice questions and reveal a mystery picture simultaneously. Above, is a link to a possible pixel art project that can be used within this unit.

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