Driving Questions

What will **motivate** and **inspire** HK **teachers and leaders** to want to grow into designers of Blended Learning instruction?

How do we prepare our students for success during at home learning?
Learning Goals

• Define blended, flipped and remote learning

• Identify opportunities to extend the learning beyond the classroom

• Identifying technology support needs
At Home Learning Environments

Helps establish a space at home for learning

- Schedule
- Class Norms
- Calendar
- Logins & Passwords
Buzzwords

**Blended Learning**

**Blended** – a formal education program in which a student learns:

1) at least part through online learning, with some element of control over time, pace, place or path;
2) at least in part in a supervised brick-and-mortar location away from home;
3) and the modalities along each student’s learning path within a course or subject are connected to provide and integrated experience.

(Christensen Institute)

**Flipped Learning**

**Flipped** – a framework of blended learning that shifts instruction, content building and reteaching to online learning platforms and provides more in-person time for collaboration, application and extension activities.

**Remote Learning**

**Remote** – all education is provide virtually through a combination of synchronous and asynchronous lessons and activities.
Blended Learning models allow for...

Students to experience...

- **Agency** – ownership, voice and choice in their learning
- **Authentic Work** – relevant and rigorous work that is necessary to be successful in class
- **Collaboration** – work digitally with others locally and globally
- **Creativity** – various products created
- **Personalization** – unique learning opportunities designed for them
- **Self-Regulation** – skills needed to manage themselves both in-person and at home learning environments

Teachers to experience...

- **Student Agency** – metacognition of students actively engaged in the work and reflecting on their learning
- **Time** – conferring, descriptive feedback and goal setting conferences are now able to happen because of the shift in the work
- **Convenience** – use of technology to plan, access and review student work and teacher resources
- **Collaboration** – use of shared resources from colleagues to build a respiratory of lessons
Good teaching, is still good teaching activity
Best Practices

Plan & Prep
• Lesson Objective
• Set Norms
• Lesson Structure
  • Pre-recorded, Live, other ed tech
  • Teambuilder
  • Content
  • Summarize
• Test Tech
• Set and stick to a schedule

Engage
• Synchronous
  • Raise hand feature
  • Chat Thread
  • Quick Polls
  • Break out rooms
  • Thumbs Up/Thumbs Down
• Build Relationships
  • Lunch bunches
  • Name
  • Themed Meetings

Differentiate
• Accessibility Features
  • Captions in powerpoint
  • Larger cursor
  • Translate features
  • Record whole group lessons
• Small Groups
  • Schedule small groups versus large group teaching sessions (Tiered Intervention)

Feedback
• Descriptive Feedback
  • Relationship First
  • Positive Sandwich
  • Rubrics
  • Growth over Grade
• Assessments
  • Formative
  • Summative
  • Observations
<table>
<thead>
<tr>
<th>Purpose</th>
<th>Physical Classroom</th>
<th>Blended Model</th>
<th>Remote / Distance Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Questions to Consider When Planning</strong></td>
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</tbody>
</table>
| • What do I want my students to know be able to do?  
• How will I know they learned it? | Previous questions plus  
• How will I keep my students engaged and participating? | Previous questions plus  
• What can my students complete ahead of time to maximize in class time? | Previous questions plus  
• How will I provide feedback and build relationships with students? |
| **Anticipatory Set (Engage & Explore)** |
| • Engage Students  
• Connect Prior Knowledge  
• Activate Background Knowledge  
• Share Learning Objectives  
• Set Purpose | Learning Objective Posted on Whiteboard  
Questions or Problem Posted on Whiteboard  
Hands-on Lab, Exploration Station or Physical Activity | Learning Objectives Posted on Whiteboard  
Purpose connects and revisits pre-work  
Hands-on Lab, Exploration Station or Physical Activity | Students watch, read or complete a small pre-class assignment (could include teacher created videos or ed tech tools)  
Teambuilder  
Learning Objectives Posted on chat  
Purpose connects and revisits pre-work |
| **Modeled New Material (Explain)** |
| • Direct Instruction of content  
• Model new skills | Teacher led instruction with Promethean Board, Whiteboard, Interactive Read Aloud, Copies, etc... | Based on work completed before class explanation is tailored to address the needs to reach learning objective | Based on learning objective, a short revisit of pework to ensure common understandings and then explanation is tailored to address the needs to reach learning objective |
| **Shared and Guided (Elaborate)** |
| • Check for understandings of Learning Objectives  
• Facilitate Student Work  
• Descriptive Feedback (Skill and Content related) | Restating learning objective while conducting large group discussions, thumbs up/down or other physical or digital checks for understanding  
Students work in small group or partners at tables or teacher’s areas | Restating learning objective while conducting large group discussions, thumbs up/down or other physical or digital checks for understanding  
Students work in small group or partners at tables or teacher’s areas | Restating learning objective  
Checks for understanding  
thumbs up/thumbs down, quick poll, chat, Kahoot, quizzes, ed tech tools, etc.  
Students log into small group video calls or breakout rooms |
| **Independent (Evaluate)** |
| • Formative or Summative Assessment  
• Practice  
• Homework | Physical or digital copies of practice sheets, notebooks or assessments | Physical or digital copies of practice sheets, notebooks or assessments | or digital copies of practice sheets, notebooks or assessments  
Independent work is completed after the call on their own time  
Teachers provide descriptive feedback and communication |
| **Closure** |
| • Restate Learning Objectives  
• Summary  
• Reflection | Restate Learning Objective  
Exit Ticket  
Rating Scales  
Journals | Restate Learning Objective  
Exit Ticket  
Rating Scales  
Journals | Restate Learning Objective  
Quick Polls  
Chat Thread  
Rating Scales |
WORKFLOW

TEAMS

• All classrooms will utilize Teams (synchronous if needed) – Assignments and Class Notebook
• Connect grade level partners, leadership, specialists and resource teachers to classroom Team
• District system plans to populate Teams on Aug 10th

See Saw

• All Pre-K – 3rd will have See Saw to support
• Connect grade level partners and specialist to See Saw classroom
• Must be used in conjunction with Teams

Clever

• Single Sign On for Apps
• Teachers can create multiple pages to support unit studies or PBLS (similar to symbaloo)
Tips for quality instruction on Teams

• Send meeting link about an hour before the meeting based on schedule
• FILO – First person in, Last person out should always be the teacher
• Students should be attendees, not presenters
• Have a co-polit (if desired)
• Setup a Microsoft Stream Channel to house recorded lessons
• Remember students will only have one screen available/ device (iPad)
• Meeting created in through your calendar can only be accessed by those with the link
• Meeting created in channels can be accessed by anyone in that channel
**Math Choice Board**

<table>
<thead>
<tr>
<th>Choose one activity per day</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Make a pattern using the chain links</strong></td>
</tr>
<tr>
<td><img src="#" alt="Click here for video" /></td>
</tr>
<tr>
<td><strong>Count around the kitchen worksheet</strong></td>
</tr>
<tr>
<td><img src="#" alt="Click here for video" /></td>
</tr>
<tr>
<td><strong>Snowball game</strong></td>
</tr>
<tr>
<td>Cut paper into 4 equal pieces and write a number on each piece. Crumple up each piece into a “snowball.” Scatter the snowballs. Have your child find a “snowball”, unravel it and say the number. Repeat several times.</td>
</tr>
<tr>
<td><img src="#" alt="Click here for video" /></td>
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<tr>
<td><strong>Write numbers out with a yellow marker. Have your child trace the numbers.</strong></td>
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<td><img src="#" alt="Click here for video" /></td>
</tr>
<tr>
<td><strong>Shape Hunt</strong></td>
</tr>
<tr>
<td>Point to a shape on your child’s learning board. Have them go find things around the house that match that shape. (examples: rectangle-door, circle-clock)</td>
</tr>
<tr>
<td><img src="#" alt="Click here for video" /></td>
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</table>

**Literacy Choice Board**

<table>
<thead>
<tr>
<th>Choose one activity per day</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practice tracing your name</strong></td>
</tr>
<tr>
<td><img src="#" alt="Click here for video" /></td>
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<tr>
<td><strong>Read a book with a flashlight</strong></td>
</tr>
<tr>
<td><img src="#" alt="Click here for picture" /></td>
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<tr>
<td><strong>Play-doh name</strong></td>
</tr>
<tr>
<td>Use play-doh name mat and have your child make the letters of their name with play dough</td>
</tr>
<tr>
<td><img src="#" alt="Click here for video" /></td>
</tr>
<tr>
<td><strong>Letter Hunt</strong></td>
</tr>
<tr>
<td>Find objects around the house that start with the letter ___ (choose letter from flashcards)</td>
</tr>
<tr>
<td><img src="#" alt="Click here for video" /></td>
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<tr>
<td><strong>Warm up work Worksheet</strong></td>
</tr>
<tr>
<td>Trace inside the lines with a marker or crayon</td>
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<tr>
<td><img src="#" alt="Click here for video" /></td>
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<tr>
<td><strong>Alphabet Matching Game</strong></td>
</tr>
<tr>
<td>Match the letters in color to the letter sheet printed in black and white</td>
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<td><img src="#" alt="Click here for video" /></td>
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</table>

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**Make shapes out of popsicle sticks. Talk about how many sides shapes have.**

![Click here for video](#)

**Subitizing Game**

*Match the number to the correct number of dots*

![Click here for video](#)

**Count around the house worksheet**

![Click here for video](#)

**Ice Cream number Match**

*Match the number on the cone to the correct number on the ice cream*

![Click here for video](#)

**Count around the house worksheet**

![Click here for video](#)

**Five Frame fun! Use goldfish or cheerios to build numbers on the five frame**

![Click here for video](#)

**Draw a picture on the dry erase board**

![Click here for video](#)

**Practice drawing circles on the dry erase board**

![Click here for video](#)

**Sort toys by color**

![Click here for video](#)

**Count and exercise**

*10 jumping jacks*  
*10 hop on one foot*  
*10 toe touches*

![Click here for video](#)

**Color Scavenger Hunt**

*Find 5 things that are blue, yellow, green, & red*

![Click here for circle video](#)

**Make shapes out of play-doh**

![Click here for triangle video](#)

**Order the shoes of every family member from smallest to largest**

![Click here for rectangle video](#)

**Draw or Color the Letter A worksheet**

![Click here for video](#)

**Dab or Color the Letter B worksheet**

![Click here for video](#)

**Dab or Color the Letter C worksheet**

![Click here for video](#)

**Dab or Color the Letter D worksheet**

![Click here for video](#)

**Dab or Color the Letter E worksheet**

![Click here for video](#)
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<td><strong>Worksheet</strong></td>
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<td><strong>Trace inside</strong></td>
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<tr>
<td>that start with</td>
<td><strong>the lines with</strong></td>
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<tr>
<td>the letter ____</td>
<td><strong>a marker or</strong></td>
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<tr>
<td>(choose letter</td>
<td><strong>crayon</strong></td>
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<td>from flashcards)</td>
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<td><strong>Draw a picture</strong></td>
<td><strong>What’s Your Name</strong></td>
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<tr>
<td>on the dry</td>
<td><strong>– Letter Exercises</strong></td>
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<td>erase board</td>
<td>-Use worksheet to do</td>
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<td>exercises that match</td>
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<tr>
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<td>the letters in your</td>
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<td></td>
<td>name</td>
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<td></td>
<td><strong>Read a book</strong></td>
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<td></td>
<td><strong>under a blanket</strong></td>
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<tr>
<td></td>
<td><strong>Read a book</strong></td>
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<tr>
<td></td>
<td><strong>outside</strong></td>
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<tr>
<td></td>
<td><strong>Build Letters</strong></td>
</tr>
</tbody>
</table>
|                   | **with popsicle sticks**
|                   | **Build a fort**      |
|                   | and read a book inside|
|                   | the fort              |
|                   | **Family Video**      |
|                   | **Collage Video**     |
|                   | **Favorite Animal Video**|
|                   | **Favorite Color Video**|
|                   | **Shapes Video**      |
|                   | **Practice drawing**  |
|                   | **lines from Top**    |
|                   | **to bottom & left**  |
|                   | **to right on your**  |
|                   | **dry erase board**   |
|                   | **Top to bottom video**|
|                   | **Left to right video**|
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