

Driving Questions

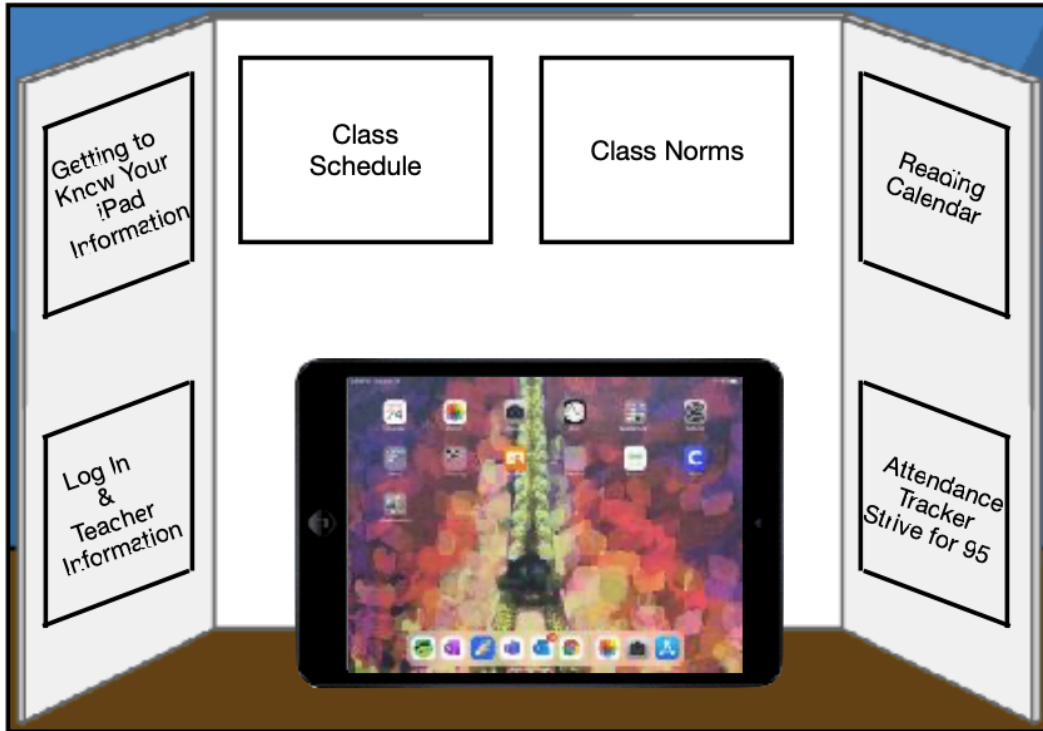
What will motivate and inspire HK **teachers and leaders** to want to grow into designers of Blended Learning instruction?

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.

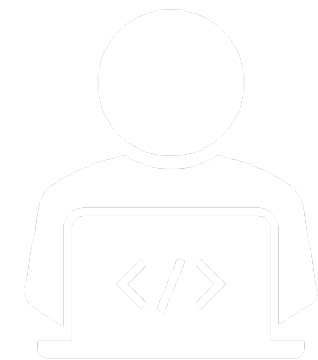
(Christensen Institute)

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 repository 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

	Purpose	Physical Classroom	Blended Model	Remote / Distance Learning
Questions to Consider When Planning	<ul style="list-style-type: none"> What do I want my students to know be able to do? How will I know they learned it? 	Previous questions plus <ul style="list-style-type: none"> How will I keep my students engaged and participating? 	Previous questions plus <ul style="list-style-type: none"> What can my students complete ahead of time to maximize in class time? 	Previous questions plus <ul style="list-style-type: none"> How will I provide feedback and build relationships with students?
Anticipatory Set (Engage & Explore)	<ul style="list-style-type: none"> Engage Students Connect Prior Knowledge Activate Background Knowledge Students explore or experiment Share Learning Objectives Set Purpose 	Learning Objective Posted on Whiteboard Questions or Problem Posted on Whiteboard 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) 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)	<ul style="list-style-type: none"> 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 prework to ensure common understandings and then explanation is tailored to address the needs to reach learning objective
Shared and Guided (Elaborate)	<ul style="list-style-type: none"> 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 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)	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 symboloo)

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-pilot (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**



SCAN ME

Math Choice Board

Choose one activity per day

<p>Make a pattern using the chain links</p> <p>Click here for video</p>	<p>Count around the kitchen worksheet</p> <p>Click here for video</p>	<p><u>Snowball game</u> 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", unroll it and say the number. Repeat several times.</p> <p>Click here for video</p>	<p>Write numbers out with a yellow marker. Have your child trace the numbers.</p> <p>Click here for video</p>	<p>Shape Hunt 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)</p> <p>Click here for video</p>
<p>Make shapes out of popsicle sticks. Talk about how many sides shapes have.</p> <p>Click here for video</p>	<p>Subitizing Game Match the number to the correct number of dots</p> <p>Click here for video</p>	<p>Build numbers on the five-frame. Show your child a number 0-5. Have them build that number on the 5 frame using tiles provided.</p>  <p>Click here for video</p>	<p>"Show me" Game Give your child a number 0-5 and have them show it to you using their fingers.</p> <p>Click here for video</p>	<p>Count how many forks & Spoons you have. Which pile has the most/least?</p> <p>Click here for video</p>
<p>Make your own flashcards -Parent draw outline of shapes (circle, square, rectangle, star, oval, triangle, heart, diamond) -child colors shapes in</p> <p>Click here for video</p>	<p>Sort toys by color</p> <p>Click here for video</p>	<p>Ice Cream number Match Match the number on the cone to the correct number on the ice cream</p> <p>Click here for video</p>	<p>Count around the house worksheet</p> <p>Click here for video</p>	<p>Five Frame fun! Use goldfish or cheerios to build numbers on the five frame</p>  <p>Click here for video</p>
<p>Practice drawing circles on the dry erase board</p> <p>Click here for circle and rectangle video Click here for rectangle video Click here for triangle video</p>	<p>Count and exercise -10 jumping jacks -10 hop on one foot -10 toe touches</p> <p>Click here for video</p>	<p>Color Scavenger Hunt -find 5 things that are blue, yellow, green, & red</p> <p>Click here for video</p>	<p>Make shapes out of play-doh</p> <p>Click here for circle video Click here for triangle video Click here for square video Click here for rectangle video</p>	<p>Order the shoes of every family member from smallest to largest</p> <p>Click here for picture</p>

Literacy Choice Board

Choose one activity per day

<p>Practice tracing your name</p> <p>Click here for video</p>	<p>Read a book with a flashlight</p> <p>Click here for picture</p>	<p>Play-doh name Use play-doh name mat and have your child make the letters of their name with play dough</p> <p>Click here for video</p>	<p>Write in your journal -choose a choice on the front</p> <p>Name Video Family Video Collage Video Favorite Animal Video Favorite Color Video Shapes Video</p>	<p>Name puzzle Match the letters to the letters in your name</p> <p>Click here for video</p>
<p>Letter Hunt Find objects around the house that start with the letter ____ (choose letter from flashcards)</p> <p>Click here for video</p>	<p><u>Warm up work</u> <u>Worksheet</u> Trace inside the lines with a marker or crayon</p> <p>Click here for video</p>	<p><u>Alphabet Matching Game</u> Match the letters in color to the letter sheet printed in black and white</p> <p>Click here for video</p>	<p>Read a book under a blanket</p> <p>Click here for picture</p>	<p>Practice drawing lines from Top to bottom & left to right on your dry erase board</p> <p>Top to bottom video Left to right video</p>
<p>Draw a picture on the dry erase board</p> <p>Click here for video</p>	<p><u>What's Your Name</u> <u>- Letter Exercises</u> -Use worksheet to do exercises that match the letters in your name</p> <p>Click here for video</p>	<p>Read a book outside</p> <p>Click here for picture</p>	<p>Build Letters with popsicle sticks</p> <p>L F E I Video Z N W M Video H T X V Video</p>	<p>Build a fort and read a book inside the fort</p> <p>Click here for picture</p>
<p>Dab or Color the Letter A worksheet</p> <p>Click here for video</p>	<p>Dab or Color the Letter B worksheet</p> <p>Click here for video</p>	<p>Dab or Color the Letter C worksheet</p> <p>Click here for video</p>	<p>Dab or Color the Letter D worksheet</p> <p>Click here for video</p>	<p>Dab or Color the Letter E worksheet</p> <p>Click here for video</p>

		have your child make the letters of their name with play dough	Family Video Collage Video Favorite Animal Video Favorite Color Video Shapes Video	name
Click here for video	Click here for picture	Click here for video		Click here for video
<u>Letter Hunt</u> Find objects around the house that start with the letter ____ (choose letter from flashcards)	<u>Warm up work Worksheet</u> Trace inside the lines with a marker or crayon	<u>Alphabet Matching Game</u> Match the letters in color to the letter sheet printed in black and white	Read a book under a blanket	Practice drawing lines from Top to bottom & left to right on your dry erase board
Click here for video	Click here for video	Click here for video	Click here for picture	Top to bottom video Left to right video
Draw a picture on the dry erase board	<u>What's Your Name – Letter Exercises</u> -Use worksheet to do exercises that match the letters in your	Read a book outside	Build Letters with popsicle sticks L F E I Video	Build a fort and read a book inside the fort

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