

Distance Learning Consortium

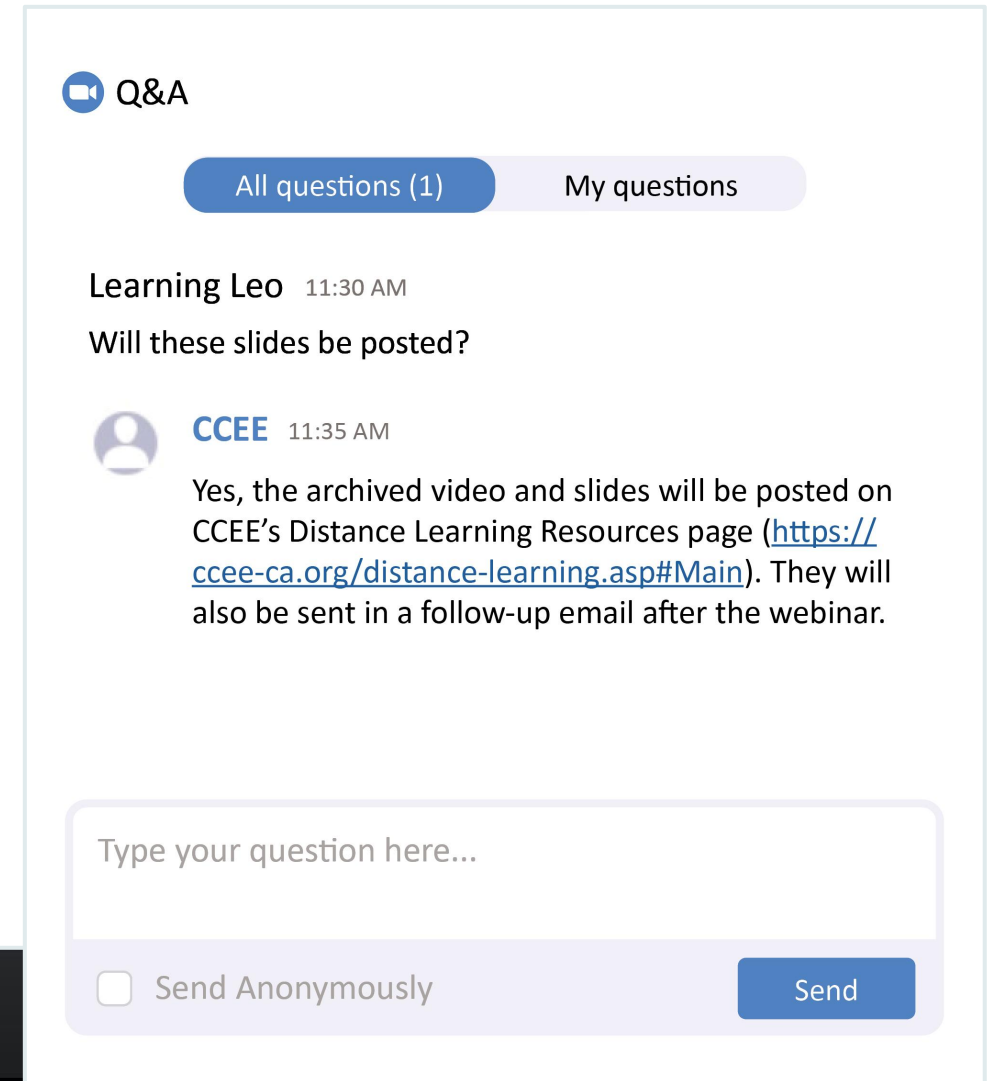
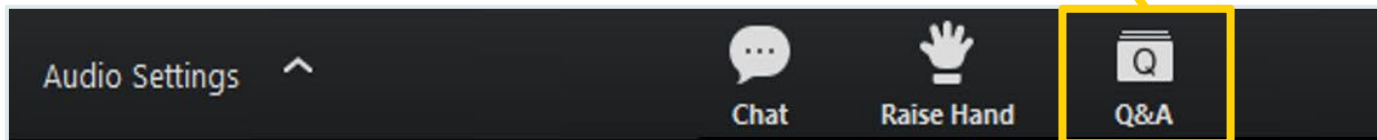
Kern County Superintendent of Schools
Orange County Department of Education
San Diego County Office of Education
San Bernardino County Superintendent of Schools

[* Link to DL Consortium content](#)

Using Zoom Q&A

FOR QUESTIONS:

In your controls at the bottom of the window, click Q&A.



Webinar Outcomes:

- Share distance learning content and resources for LEAs, including lessons, units of study, and professional development.
- Connect educators with examples of how to design distance learning content.

Look out for future webinars in August focused on deeper dives!

Distance Learning (DL) Consortium

- A collaboration between CCEE, Kern, Orange, San Bernardino, and San Diego COEs to build and share distance learning content across CA in response to COVID-19 school closures:
 - TK-12 lessons
 - TK-12 Units of study
 - Tier 2 project based units of study, including screener
 - Early Childhood professional development.
- Shasta COE offered technical support for rural COEs.

Panelists



DR. KARLA ESTRADA

Deputy Executive Director
CCEE



DR. LISA GILBERT

Deputy Superintendent
Kern CSS



JENNIFER GATELEY

Program Manager
San Bernardino CSS



DR. SHANNON BAKER

Senior Director
San Diego COE



TRISH WALSH

Administrator
Orange CDE

DL Consortium Design Principles

- Utilize **UDL principles**
- Provide **synchronous and asynchronous learning opportunities**
- Prioritize **ease of use for users**
- Include **choice, agency and engagement strategies** in content
- **Remove barriers to learning**
- Support a **whole child approach, utilizing MTSS**
- **Build capacity** of all learners

Kern County Superintendent of Schools



**KINDERGARTEN
ELA**

Welcome to Kindergarten ELA!

Use this space to provide a brief welcome message to your students. This should be 1-2 sentences.





**KINDERGARTEN
MATH**

Welcome to Kindergarten Math!

Use this space to provide a brief welcome message to your students. This should be 1-2 sentences.



All TK-12 lessons
are also available
as printables!




**ENGLISH LANGUAGE
DEVELOPMENT**
LEXICON IS POWER

Welcome to 10th Grade English Language Development (ELD)!

Each week you will engage in receptive and productive language to make meaning of the world around you.

Course Quick Links









**SOCIAL EMOTIONAL
LEARNING**

Kindergarten-2nd

Welcome!

Each Week you will learn about your feelings and how to be your BEST self.



Structure of Lessons

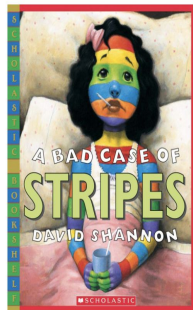
- Followed **standardized format** by content area for ease of use, with learning objectives in student-friendly language.
- Included **choice boards** with every week's lessons, providing students choice in how they can demonstrate their learning.
- Designated **ELD embedded** in ELA K-6 lessons; 7-12 has own tile. All ELD aligned with ELA lessons.
- **Accessibility tools** available for all lessons, including translation and reading support (Immersive Reader).

This Week At a Glance <small>Weekly Overview</small>	
M	Learning Objective: I can count to 100 using a number grid. <ul style="list-style-type: none"> • Answer a 🔍 Notice and Wonder question • Watch a 📺 Video • Complete 📝 Practice problems • Complete <u>one</u> 🎯 Choice Board Activity
T	Learning Objective: I can count in order and find the missing number. <ul style="list-style-type: none"> • Answer a 🔍 Notice and Wonder question • Watch a 📺 Video • Complete 📝 Practice problems • Complete <u>one</u> 🎯 Choice Board Activity
W	Learning Objective: I can count by tens. <ul style="list-style-type: none"> • Answer a 🔍 Notice and Wonder question • Watch a 📺 Video • Complete 📝 Practice problems • Complete <u>one</u> 🎯 Choice Board Activity
Th	Learning Objective: I can count forward starting at any number and find the missing number. <ul style="list-style-type: none"> • Answer a 🔍 Notice and Wonder question • Watch a 📺 Video • Complete 📝 Practice problems • Complete <u>one</u> 🎯 Choice Board Activity
F	Learning Objective: I can reflect on my week's learning. <ul style="list-style-type: none"> • Answer a 🔍 Notice and Wonder question • Complete a ✓ Quick Check • Complete a 🔄 Weekly Reflection

Kern County Superintendent of Schools

Guiding Question: What does it mean to feel good about yourself?

A Bad Case of Stripes

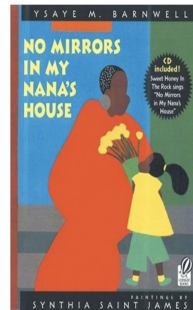


Learning Objectives:

- I can draw pictures of things that start with the c sound.
- I can determine a character's feelings.

Complete **two** Choice Board activities.

No Mirrors in My Nana's House



Learning Objectives:

- I can tell how many syllables are in a word.
- I can answer questions about a story.

Complete **two** Choice Board activities.

Choices for this week:

★ Choice #1: Onset and Rime

✔ Complete the ELD activity, [Word Families](#), before Choice 1.

Directions:

1. Print the [Onset and Rhyme Letter Cards Worksheet](#) or write the letters on your own paper.
2. Cut out the Onset and Rhyme Letter Cards.
3. Create a video of yourself using the letter cards in the following ways:
 - Make real words and funny words.
 - Read rhyme words to someone in your family or your favorite stuffed animal.
 - Try each letter with each rhyme and blend the words together.

Submission:

Print the [Onset and Rhyme Letter Cards Worksheet](#).

Create a video of yourself in Canvas showing how you completed the items above.

★ **California State Standards:**

ELA Standard: RF.2

ELD Standard: ELD PLK.6

**The above standards align with this activity*

1.5 | Arts Connection

Activity



Welcome to your ARTS Connection!

Pick **one** activity



There will be an **Arts Connection** every Friday that relates to the topics and themes of the week.

The projects will include visual art, music, dance, theatre, or media arts as aligned with California Arts Standards.

In these lessons, students will:

- Use movement and gestures to communicate emotions in a guided drama experience and share with others (LTH.Pr.6).
- Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience (KDA-Cn.10a).
- Explore a variety of locomotor and nonlocomotor movements by experimenting with and changing the elements of dance (LDA.Cr.1b).

KCSOS Building Capacity: Training and Support

- Basic Platform Training Series (multiple sessions)
 - Introduction to Canvas platform and resources (Target Audience: Admin/IT)
 - Overview of the platform and curriculum, including accessibility tools (Target Audience: Teachers & Admin)
- Advanced Platform Training (Target Audience: Teachers & Admin)
- Student and Parent Training (Target Audience: Parents & Students)

Synchronous and asynchronous opportunities available.



Accessing the Content (Teachers & Parents)

For those **WITHOUT** Canvas accounts:

Go to <https://kern.instructure.com/login/canvas>

Log in:

- Email: **kcsoscanvas@gmail.com**
- Password: **Ready4Canvas!**

***Video with directions on how to access curriculum at
<https://kern.org/at-home-learning/canvas/>*

For those **WITH** Canvas accounts:

- Log in to Canvas account
- Go to Commons
- Type in "**California Continued Learning**" into search bar

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San Bernardino County Superintendent of Schools



San Bernardino County Superintendent of Schools
Ted Alejandre, County Superintendent

Welcome!

Our goal at San Bernardino County Superintendent of Schools is to support teachers and families throughout the county as they help all students to continue to develop their reading skills and become lifelong readers, both in the classroom and at home!

Each course is designed to be self-paced for independent professional learning that meets your needs as an individual. In the Quick Access tabs below you find the following information and support:

- Introduction and Overview- An overview of the course content and professional learning objectives
- Learning Modules- A sequence of course content that supports the identified learning objectives
- Resources and Support- A repository of anchor resources for extended learning and support tools and contacts for the Canvas learning platform

Quick Access:



INTRODUCTION & OVERVIEW










LEARNING MODULES



RESOURCES & SUPPORT

Professional Development Courses to Support Quality First Instruction and a Transition to Distance Learning

SBCSS Course Structure and Lesson Sequence

 <p>FREE</p> <p>Distance Learning for Kinder and First Grade Parents</p> <p>Explore ways to support your Kindergarten or First grade student in Reading, Writing, Math, Behavior, and Social Emotional Learning.</p>	 <p>FREE</p> <p>Distance Learning for PreK-TK Parents</p> <p>Explore ways to support your PreK-TK student at home.</p>	 <p>FREE</p> <p>Foundations of Behavioral Supports</p> <p>This course introduces foundational behavior supports to help students be successful at school, at home, and in a virtual environment.</p>	 <p>FREE</p> <p>Foundations of Early Numeracy</p> <p>Do your PK-2 students struggle with foundational math skills? Find better ways to support learning about the beginning of your students' mathematical journey.</p>	 <p>FREE</p> <p>PK – TK Foundations of Universal Design for Learning</p> <p>Explore ways to support your PK-2 students in learning about the beginning of their mathematical journey.</p>	 <p>FREE</p> <p>Reading Foundational Skills</p> <p>Explore ways to support your PK-2 students in learning about the beginning of their mathematical journey.</p>	 <p>FREE</p> <p>Social Emotional Foundation Skills</p> <p>Explore ways to support your PK-2 students in learning about the beginning of their mathematical journey.</p>
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Access the SBCSS PD courses here:
<https://sbcss.pdx.catalog.canvaslms.com>

Distance Learning for Parents Courses (PreK - TK, K - 1st)

Ready, Set, Go, Soar

Early Learning Foundations Courses (PreK - 2nd)


Explore, Engage, Extend, Enrich, Exit

Foundations of Universal Design for Learning

Explore, Engage, Extend, Enrich, Exit

Preparing for a Deeper Dive into Distance Learning

- Foundations of Universal Design for Learning (elementary, secondary)
- Universal Design for Learning and Distance Learning (PreK - 12)

 **Designed with the teacher in mind, this resource was created based on a CDE webinar that shared **DISTANCE LEARNING KEY PRINCIPLES** and CAST's **UNIVERSAL DESIGN FOR LEARNING (UDL)****

Five Distance Learning Key Principles: 1) Student/Teacher Connection 2) Learning Structures and Sequence in Instruction 3) Content Presentation 4) Collaboration Opportunities 5) Timely Feedback

Universal Design for Learning (UDL): 1) Engagement – *Recruiting Interest, Sustaining Effort/Persistence, Self-Regulation*; 2) Representation – *Perception, Language & Symbols, Comprehension*; 3) Action and Expression – *Physical Action, Expression/Communication, Executive Function*

Distance Learning Key Principle	Distance Learning Key Principle Descriptors	UDL Engagement			UDL Representation			UDL Action and Expression		
		Recruiting Interest	Sustaining Effort/Persistence	Self-Regulation	Perception	Language & Symbols	Comprehension	Physical Action	Expression/Communication	Executive Function
Student/Teacher Connection	<p>Essential Questions:</p> <ul style="list-style-type: none"> How are we connecting with students? Teachers? What consistent structures do you have in place to connect with students and parents? <p>Background Information:</p> <ul style="list-style-type: none"> SEL- Teachers and students miss each other and need to connect Teacher to students and students to students. "stable part of their day" Schedule consistent connections – daily, weekly, every 2 days... Structures in place for parent communication that <i>connects to student learning</i> <p>Examples:</p> <ul style="list-style-type: none"> Personalize connection with the needs of the students – Postcards, Letters, emails Teacher posts emojis or pictures of pets and asks students to pick an emotion on how they are doing Teacher connects during meal pick up or other interaction ZOOM meeting and Teacher follow-up with an email including anecdotes from the meeting and <i>learning that occurred</i>. 									
Learning Structures and Sequence for Instruction	<p>Essential Questions:</p> <ul style="list-style-type: none"> What are the goals for student learning? How do you facilitate learning to achieve the goals? How are you setting students up for success? How are students able to express their learning? <p>Background Information:</p> <ul style="list-style-type: none"> Instructional minutes – look for a different focus – focus on the student learning and understanding Asynchronous and Synchronous options Goals for learning – Mastery, Big Ideas, Integrate across the content, PBL What needs to be taught and how? – Backwards Planning: identify desired results Plan learning experiences and Instruction – Pedagogy first ...then teach! Determine acceptable evidence <p>Examples:</p> <ul style="list-style-type: none"> Collect artifacts to connect learning to current experience Create a "Passion Project" that can span content and skills (writing, reading, math, science...) Provide support structure – Teacher host office hours and support resources so that instruction is accessible Choice Boards to represent adjustable levels – tools, media, formatting, products and processing options 									

CDE webinar: <https://www.cde.ca.gov/ls/he/hn/dlkeys.asp> CAST UDL: <http://udlguidelines.cast.org/>

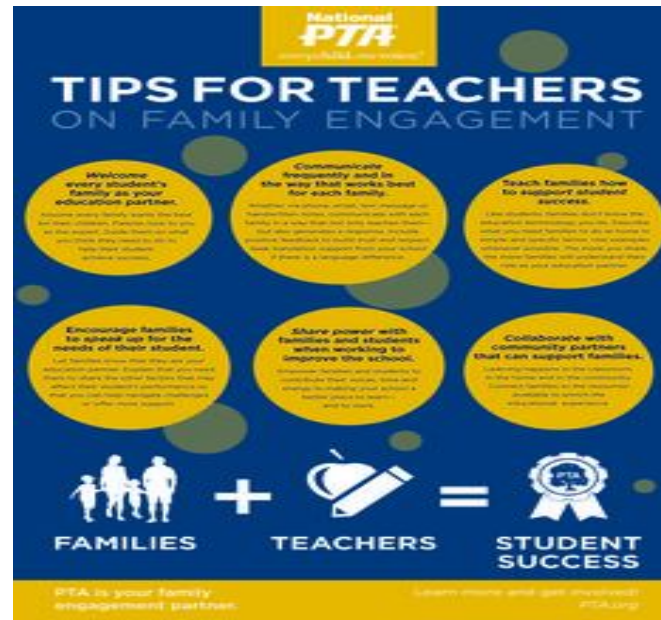


Making Connections in Teaching and Learning to Support Distance Learning

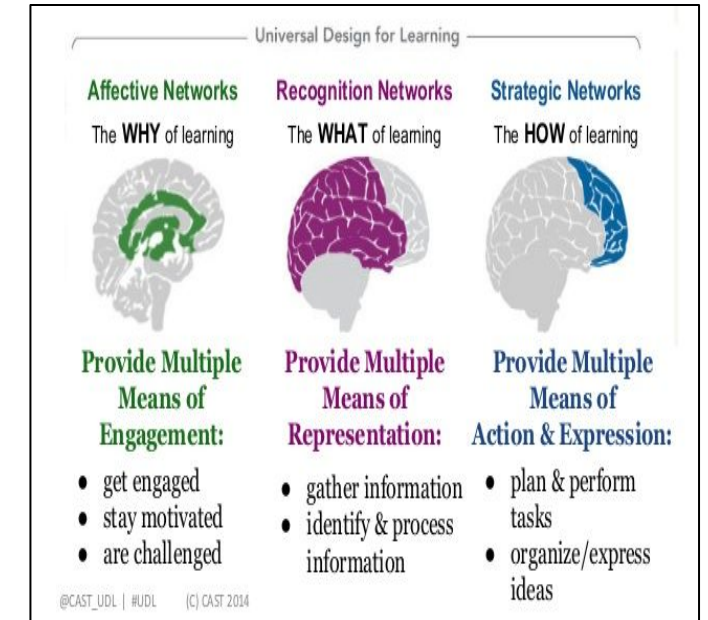
Social Emotional Learning



Family Engagement




Universal Design for Learning




Social-Emotional Foundation Skills in Early Childhood


Quick Access:



INTRODUCTION & OVERVIEW



LEARNING MODULES




RESOURCES & SUPPORT

2.0 | Self-Regulation: Mindfulness

Complete All Items

- 2.1 | Introduction & Learning Goals View
- 2.2 | Explore: What is mindfulness and why do we need it? View
- 2.3 | Engage: What are different ways we can practice mindfulness? View
- 2.4 | Extend: How can we teach children mindfulness? View
- 2.5 | Enrich: Family Connections View

Explore



Mindfulness Practices

Article

Article


Article

Video

genially

www.mind

Idea original Gabriel Marin



Heartbeat Exercise

GLITTER JAR

TENSE AND RELEASE

Just One Breath

SAFARI

Create an "I Feel Peaceful" Mandala

genially

Supporting Family Engagement and Distance Learning

4.0 | Social-Emotional Learning for your PreK-TK student

4.0 | Overview

4.1 | READY... Why is social-emotional learning important?

4.2 | SET... What is social-emotional learning?

4.3 | GO... How can you teach social-emotional learning to your child?

4.4 | SOAR! Expectations & Examples

4.5 | Summary

4.3 | GO... How can you teach social-emotional learning to your child?

GO!



★ Tips

- Promote a Growth Mindset:**
 - Focus on your child's efforts not their abilities.
- Encourage Volunteering and Community Service:**
 - Help your child avoid self-centeredness and promote development of a healthy self-identity.
- Foster Kindness:**
 - Make sure as your child's self-identity emerges you model and encourage kindness.
- Practice Social-Emotional Learning Skills:**
 - Give your child opportunities to practice social-emotional skills in different settings.

SOAR!

Explore

Explore these activities for developing social-emotional learning skills for your child:



Addressing Barriers to Learning Through Universal Design for Learning

4.0 | UDL and Distance Learning

4.1 | Explore: Key Principles of Distance Learning

View

4.2 | Engage: UDL in the Distance Learning Environment

View

Distance Learning Reflection

Contribute

4.3 | Extend: Distance Learning Tools & Resources

View

Explore

Explore the digital tools and links below by clicking the link as directed. Be sure to visit both pages.

SBCSS Digital Tools & Resources

Click each SBCSS Resource SBCSS STAR icon for access

San Bernardino County Superintendent of Schools

SBCSS Webinars & Trainings

San Bernardino County Superintendent of Schools

Online Educator Web Resources

San Bernardino County Superintendent of Schools

Offline Resources

San Bernardino County Superintendent of Schools

Lesson Design for Distance Learning

San Bernardino County Superintendent of Schools

Teacher Templates

San Bernardino County Superintendent of Schools

Google for Education

San Bernardino County Superintendent of Schools

Microsoft for Education

Go to page 2 for quick links to online tools

Distance Learning Lesson Resources Incorporating Universal Design for Learning Rhyming

Rhyme Time 100

Walk the Tightrope Game

Rhyme Time | Sesame Street | PBS LearningMedia

Rhyming Scavenger Hunt

Rhyme Time | Sesame Street | PBS LearningMedia

Read C! HO! PO!

Tah Magic

Play "I Spy" in a Virtual Classroom

Coretta Rhyme & Freeze

When possible, print on colored cardstock so your students can see that action words can be shown in text!

genially

Reflect

Best Practices

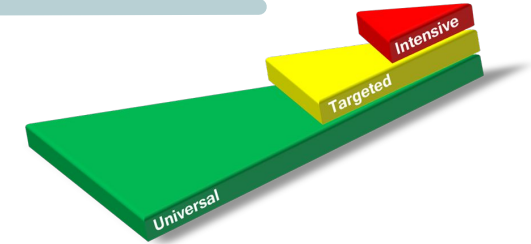
Keep in mind these best practices for fully engaging in group discussions:

- Be sure your response answers the prompt in a substantive, thoughtful, and insightful manner.
- Consider including specific textual examples, links, images, etc. to support your response and be sure to reference your links or quotes.
- Thoughtful responses should propel the conversation; respectively respond to your colleagues posts.

And don't forget:

- Keep it brief. Use enough words to make your point, but focus on quality over quantity.
- Don't yell. Try to avoid using all caps.
- Proof read! Before you hit post, read your message aloud for to check for clarity and catch any errors.

Capacity Development for Scaling and Sustainability



In regards to educational goals following the Pandemic...

“Capacity building is essential and should be an ongoing process aimed at aligning the skills of the staff to the needs of the students.”

Dr. Pedro Noguera, Keynote presentation @SRSWC2020 July 14, 2020



San Diego County: DL Units in Grades K-12

Integrated units of study in grades K-5 and thematic units in grades 6-12 developed in Google

- Units provide flexibility for teachers and students by integrating content across ELA, ELD, Mathematics, Science, History/Social Science, Arts, Computer Science, and Physical Education
- Units are designed to develop increased understanding, retention, and application of key learning concepts by incorporating flexibility and choice throughout the lessons
- Lessons within units utilize text, media, and simulations to support learning and application outside of the classroom
- Check-ins to support Social Emotional Learning are embedded throughout the unit lessons

Lesson Design Principles - Components of Student Learning

There are four components of student learning that are shared across content areas and embedded in all lessons:

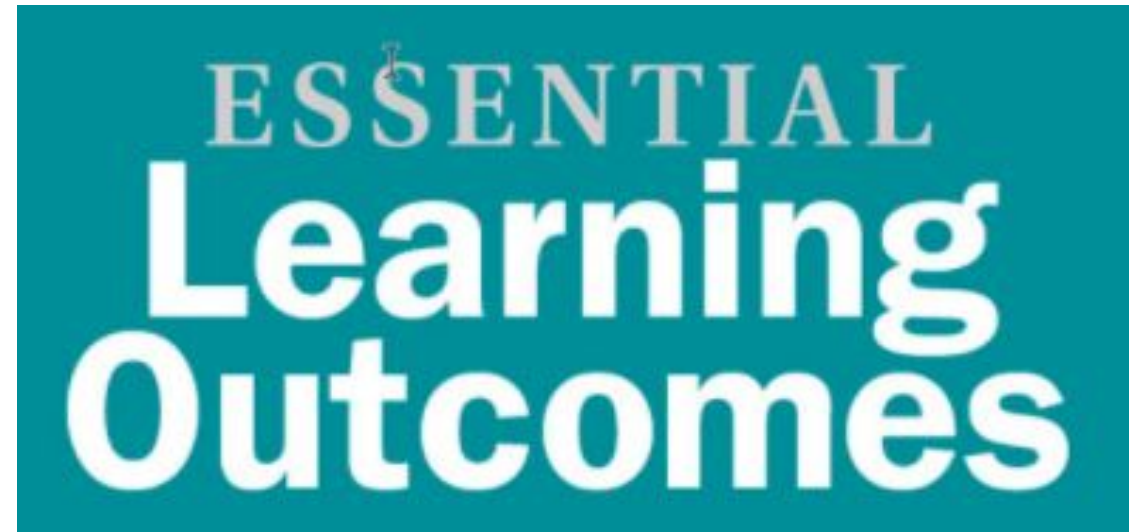
- Students understand what they are learning and why they are learning it
- Students engage in learning tasks/events to build, extend, and apply understanding
- Students use language and literacy to communicate in disciplinary ways
- Students self-assess and reflect on their learning and understanding



Lessons Are Built on Essential Learnings For Each Grade Level

Criteria for determining essential learnings:

- **Enduring:** Knowledge and skills of value beyond a single test date or fixed time period
- **Leverage:** Knowledge and skills of value in multiple disciplines and outside of the classroom
- **Readiness:** Knowledge and skills that are necessary for success in the next grade level or in the next level of instruction









San Diego County: DL Units in Grades K-HS

- Link to Access Units of Study:
<https://bit.ly/SDCOE-Learn>
- One unit in each grade level is live and accessible (3-5 weeks of instruction per unit)
- A second unit in each grade level will be released by July 31



Units are Housed in Google - Grade 5 Example

Name ↑	Owner
 Interactions and Systems: People, Communities and the Envir...	Staci Block
Unit Title	
Name ↑	Owner
 0 Introduction to Interactions and Systems: People, Commun...	Staci Block
 1 Human Interaction - Grade 5	Staci Block
 2 Human Interactions with Their Environment - Grade 5	Staci Block
 3 Understanding Systems - Grade 5	Staci Block
 4 Taking Action - Grade 5	Staci Block
Unit Modules	

Units are Housed in Google - Grade 5

Module 0: Unit Overview

Learning Goals, Activity Icons, Materials List, Module Standards

Unit Goals

This 5th grade unit is designed as an integrated study that creates a student experience that:

- ❖ Empowers students as agents in their own learning and their lives
- ❖ Affirms racial and cultural identities
- ❖ Develops students' abilities to connect across cultures
- ❖ Contributes to an individual's engagement, learning, growth, and achievement through the cultivation of meaningfully relevant conversations, activities, and engagements.

(adapted from [NYU Metro Center, 2020](#))



Read text or **watch** a video to build understanding



Observe or **look** at a picture or situation



Record ideas, reflect, or answer questions in your notebook



Follow steps to **complete** an activity



Talk to a partner, share with a group, or participate in a class discussion



Think about a question or idea



Listen

Module 1 Materials List:

- Student notebook
- Someone to talk with (family member, friend, classmate, teacher)

Module 1 Standards:

English Language Arts:















- ELA RL.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- ELA RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Media Arts:

- 5.MA:Re7.a. Identify, describe, and differentiate how messages and meaning are created by components in media artworks.
- 5.MA:Re8 Determine and compare personal and group interpretations of a variety of media artworks, considering their intention and context.
- 5.MA:Cn10.b. Examine and show how media artworks form meanings, situations, and cultural experiences, such as news and events.
- 5.MA:Cr1 Envision original ideas and innovations for media artworks using personal experiences and the work of others.

Units are Housed in Google - Grade 5

Module 4 Example: Taking Action

Name ↑	Owner
 4.0 Taking Action: Introduction - Interactions and Syste...	 Staci Block
 4.1 Taking Action: Learning from Others - 4 Taking Actio...	 Staci Block
 4.2 Taking Action: Brainstorming - 4 Taking Action Grade...	 Staci Block
 4.3 Taking Action: Making a plan - 4 Taking Action Grade 5	 Staci Block
 4.4 Taking Action: Your Project - Interactions and Syste...	 Staci Block
 4.5 Reflection / Assessment - 4 Taking Action Grade 5	 Staci Block
 Teacher Resource for Interactions and Systems - 4 Taking...	 Staci Block

Unit
Lessons

Units are Housed in Google - Grade 5

Lesson 4.1: Taking Action: Learning from Others



CCEE Distance Learning Consortium
Grade 5 | **Interactions and Systems: People, Communities and the Environment**
Module 4 | Taking Action

4.1 | Taking Action: Learning from Others

You're never too young to have a big impact on the world around you!

We're going to take a look at how some young people have decided to take action on a problem they've seen around them.

First up, we'd like to introduce you to Milo. Watch this video to hear his story:

[Milo's Story: The Last Straw](#) (1)

To better understand Milo's story, answer the following questions. Take time to rewatch the video if you can't answer these questions yet.

1. What was the problem Milo saw?
2. What type of impact was he trying to have?
3. What were some of the steps he took?
4. What was the first step?
5. Do you think he has had an impact? Why, why not?



Share what you think.

Post your responses to these questions.

Milo is not the only one who has worked to limit disposable straw use, or the only young person to make a big impact to solve problems they see around themselves.

Choose one of the following people to learn more about who they are and what impact they wanted to have.



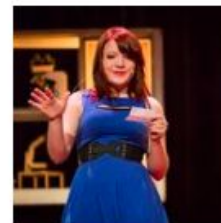
(Source: [Southbank Centre London](#), licensed under CC BY 2.0)

[Malala Yousafzai](#) (2)



(Source: [plumsaplomb](#) is licensed under CC PDM 1.0)

[Robby Novak](#) (3)



(Source: [TED Conference](#) is licensed under CC BY-NC 2.0)

[McKenna Pope](#) (4)



(Source: [Downing Street](#) is licensed under CC BY-NC-ND 2.0)

[Charlie Simpson](#) (5)

Units are Housed in Google - Grade 5

Lesson 4.1: Taking Action: Learning from Others

Checking-In

What each of these stories has in common is that each person was clear about the problem they saw, and they wanted to make a difference. You also might have noticed that their first step was something within their reach. In the next section, we'll work to identify the problem you see and want to make a difference for, and determine a possible first step.



(Source: [Pixabay](#))



Before you move on to the next section, take a moment to check in. How are you feeling today? What about this week has been surprisingly awesome? What about this week has been more difficult than you expected?



Share your check in.

Share your reflection by posting your thinking or recording your voice.

And just in case you need the reminder -- we're glad you're here with us, in the awesomeness and the difficulties of this week. Reach out if you need to help. We're in this together.

Additional Features Embedded in Units of Study

- Side by side student facing materials and teacher guidance
- Guidance provided to support:
 - ➔ Instructional practice decisions
 - ➔ Discussion and collaboration
 - ➔ Opportunities for student reflection and self-assessment
 - ➔ Assessment opportunities
- ELD lessons and suggested activities
- Student choice
- Links to print materials for students with limited internet access

Orange County Department of Education



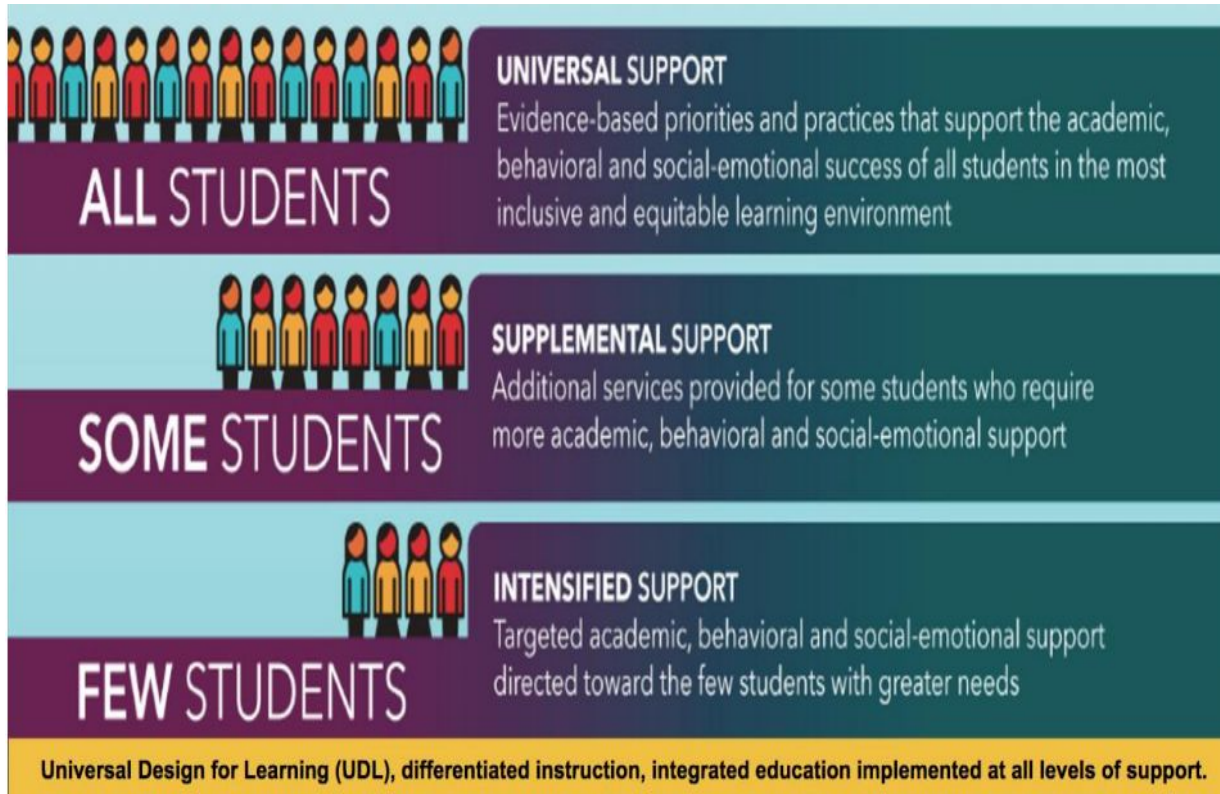
Facilitated Learning with Integration & Personalization (FLIP)

TK-8 Supplemental Support Modules

Project Overview

- The courses are designed for students in need of supplemental support from TK - 8th grade
- Principles of UDL and SEL are infused within focused ELA & Mathematics standards, history & science content and use of adaptive software to help students practice and improve their skills with enrichment opportunities are built into each week connected to engaging themes
- All competencies of the Multi-Tiered System of Support (MTSS) will be embedded
- Students begin with a Universal Screener in order to inform the teacher and provide a baseline for student success
- Adaptive Software will be used for asynchronous learning to customize and personalize the learning for each student
- Weeks include Intentional synchronous opportunities for teachers to connect with students and students to engage with each other

Supplemental Support



- Some students, regardless of eligibility for specialized services might need supplemental support for academic, behavior, and/or social-emotional
- Access to supports when and where they need them
- Examples: small group intervention or enrichment focused on specific skills for literacy and/or math, social skills group, check-in/check-out (CICO)
- Formative assessment and progress monitoring to determine effectiveness of support

FLIP Modules



Welcome to the Facilitated Learning with Integration & Personalization (FLIP) modules! Click on any of the grade levels below to preview the courses designed for each of those grade levels.



[TK Modules](#)
[Teacher Guide](#)



[K Modules](#)
[Teacher Guide](#)



[1st Grade Modules](#)
[Teacher Guide](#)



[2nd Grade Modules](#)
[Teacher Guide](#)



[3rd Grade Modules](#)
[Teacher Guide](#)



[4th Grade Modules](#)
[Teacher Guide](#)



[5th Grade Modules](#)
[Teacher Guide](#)



[6th Grade Modules](#)
[Teacher Guide](#)



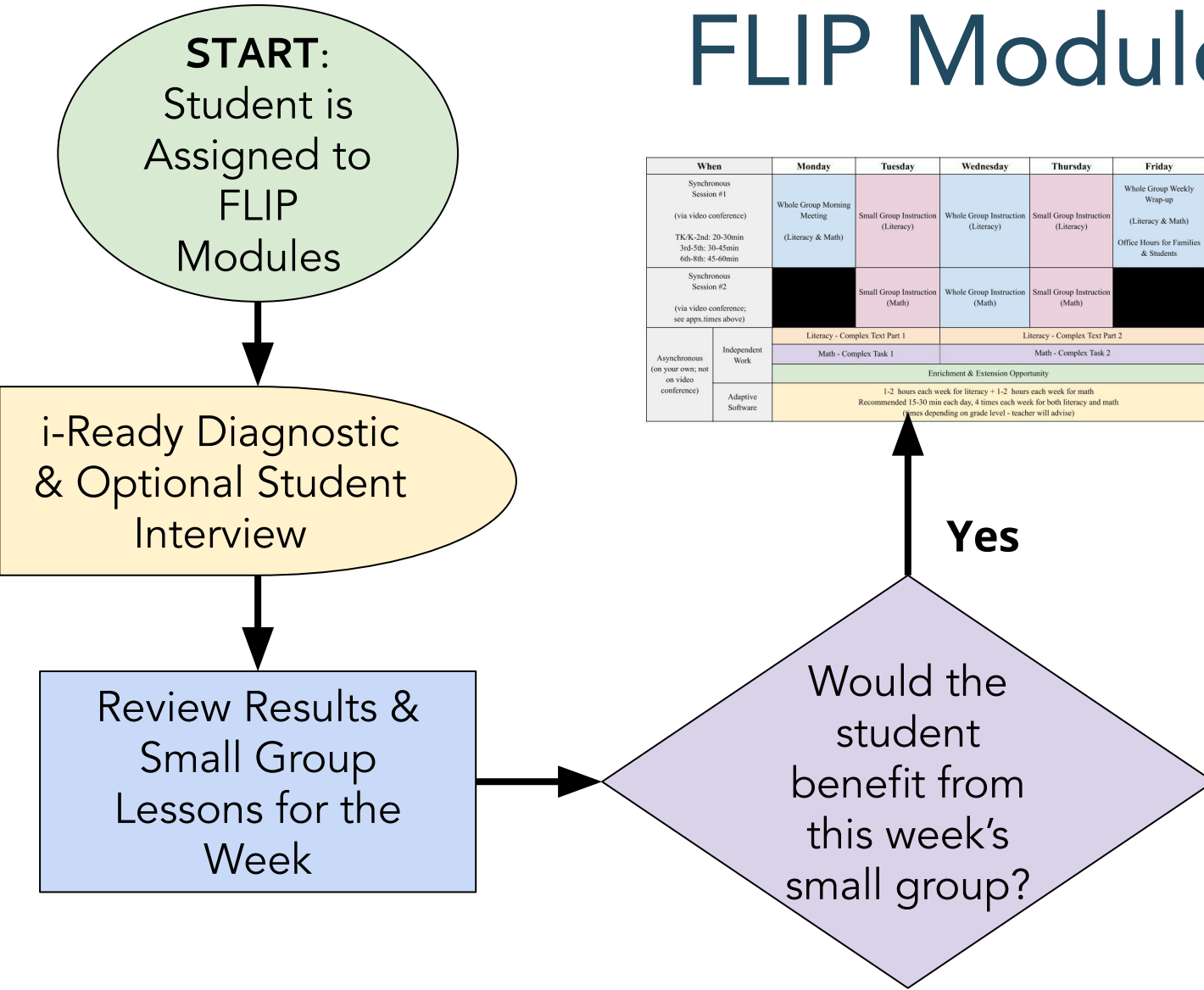
[7th Grade Modules](#)
[Teacher Guide](#)



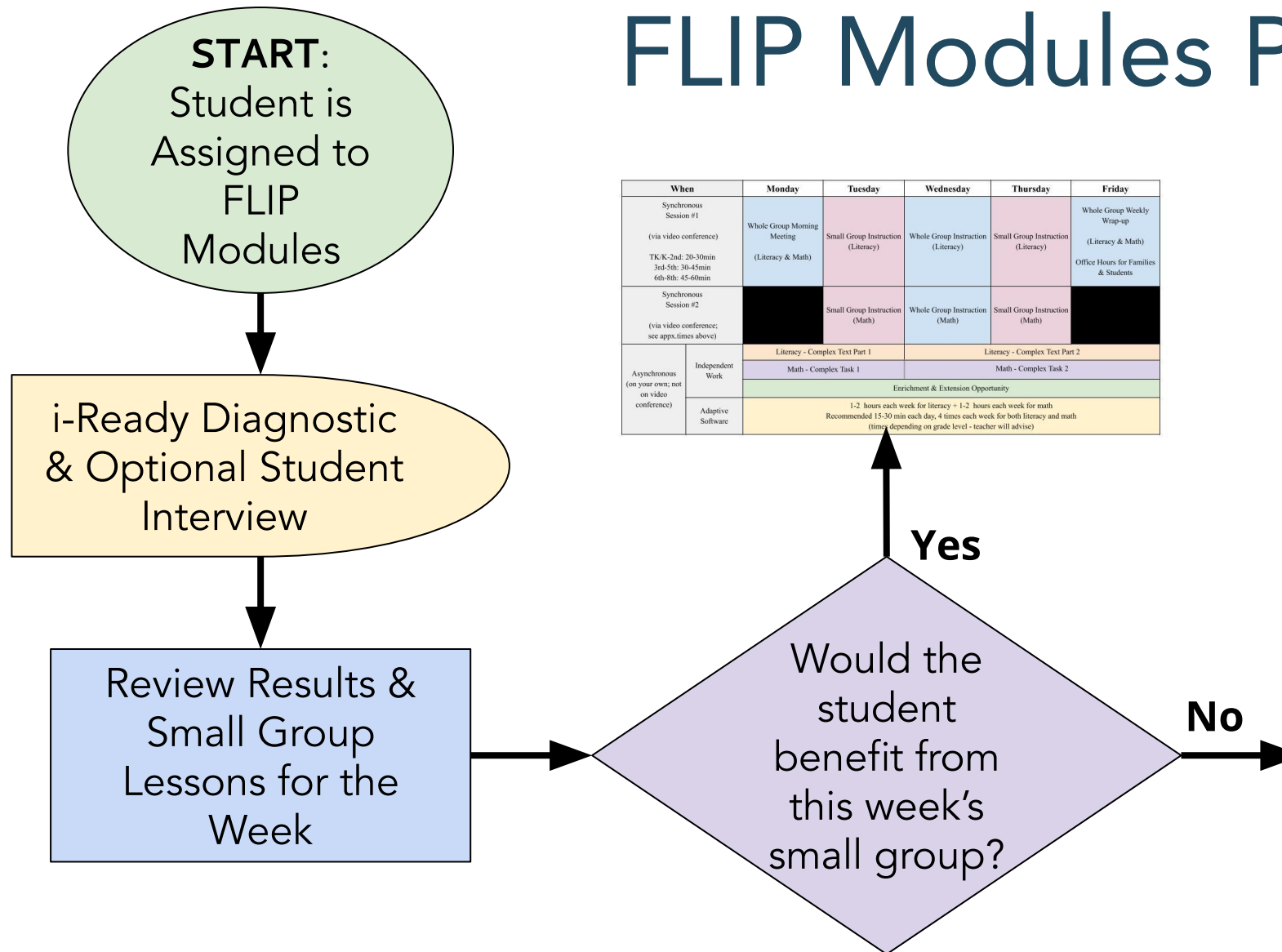
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FLIP Modules Process Map



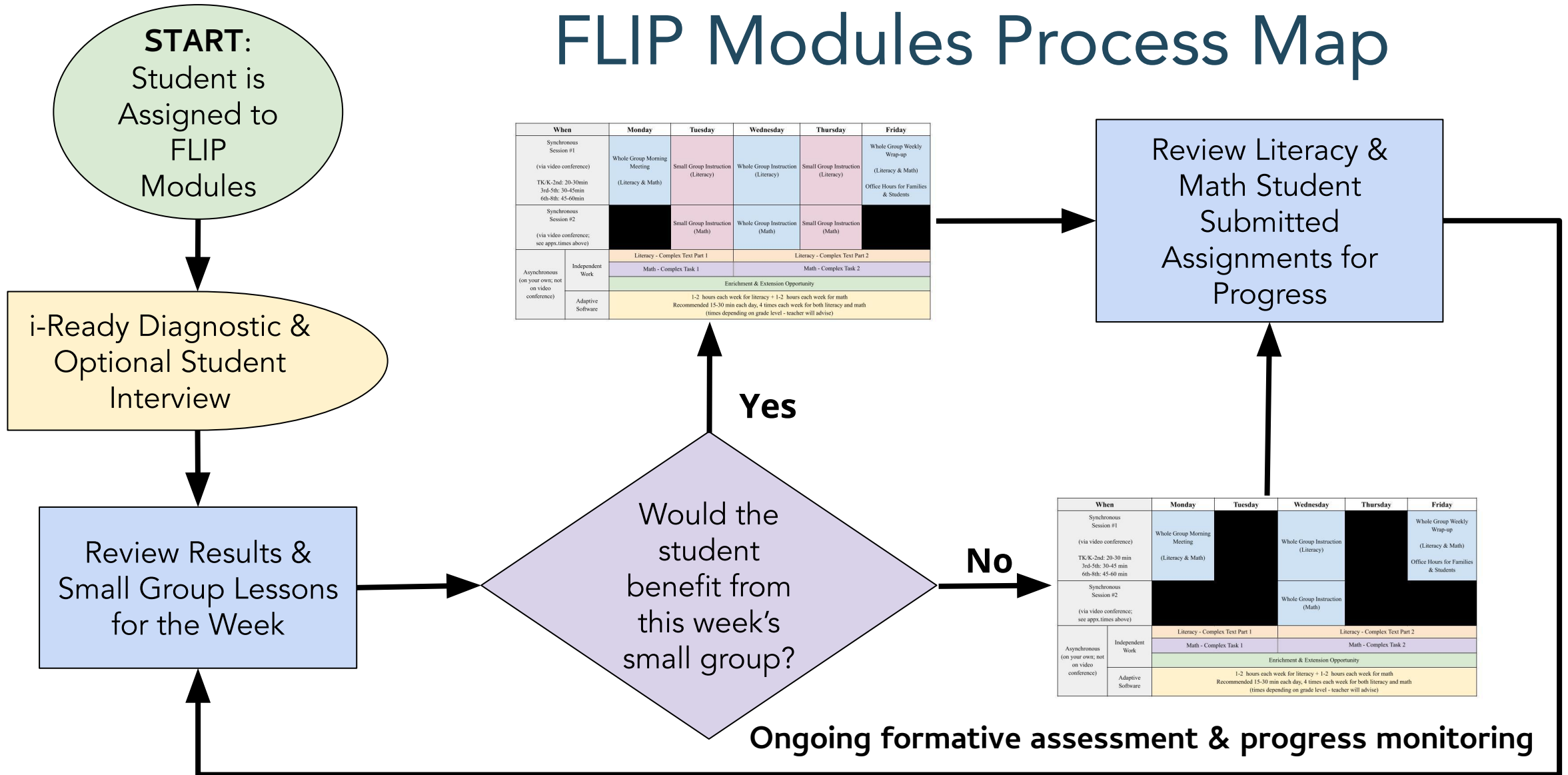
FLIP Modules Process Map



When	Monday	Tuesday	Wednesday	Thursday	Friday	
Synchronous Session #1 (via video conference) TK-K-2nd: 20-30min 3rd-5th: 30-45min 6th-8th: 45-60min	Whole Group Morning Meeting (Literacy & Math)	Small Group Instruction (Literacy)	Whole Group Instruction (Literacy)	Small Group Instruction (Literacy)	Whole Group Weekly Wrap-up (Literacy & Math) Office Hours for Families & Students	
Synchronous Session #2 (via video conference; see appx. times above)		Small Group Instruction (Math)	Whole Group Instruction (Math)	Small Group Instruction (Math)		
Asynchronous (on your own; not on video conference)	Independent Work	Literacy - Complex Text Part 1		Literacy - Complex Text Part 2		
		Math - Complex Task 1		Math - Complex Task 2		
	Enrichment & Extension Opportunity					
	Adaptive Software	1-2 hours each week for literacy + 1-2 hours each week for math Recommended 15-30 min each day, 4 times each week for both literacy and math (times depending on grade level - teacher will advise)				

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How do Teachers Get Started?




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View how this content was created

Start Here: Before your first meeting

- This module
- Step 1: Review
- Watch the video

1

Setting Up and Maintaining your Course (1)

START HERE - Before your first meeting

STEP 1 - Review

STEP 2 - Review

STEP 3: The

STEP 4: Set

STEP 5: Dis

STEP 6: Pre

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Teacher Pre

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Continuum of Support for ALL Stud

Teacher Guide - Grade 1

Quick Access:

- [Grade Level Overview](#)
- [Week 1 - Building Classroom Community](#)
- [Week 2 - Parents and Offspring Share Many Traits](#)
- [Week 3 - Do Baby Plants Look Like Their Parent?](#)
- [Week 4 - Animals Have Features that Protect Them](#)
- [Week 5 - Families Work Together to Care for Each Other](#)
- [Week 6 - My Family Is Just Right For Me](#)

Grade Level Overview

Overarching Theme: Families

Essential Questions:

- How are parents and offspring alike and different?
- How do many different people make one family?

Demonstration of Learning: How will students demonstrate their ability to answer the essential questions?

Overviews of math tasks and activities used in this module:


- [Launching, Solving, and Sharing Strategies for Story Problems](#)
- [Which One Doesn't Belong](#)
- [How Many Ways To Make A Number?](#)
- [Dot Images](#)

Week 1 - Building Classroom Community


General Notes	
General Objectives for	<ul style="list-style-type: none">Provide opportunities for community building (teacher to student & student to student)Establish expectations (norms, etc.)


[Return to Beginning](#)

Created by



How do Families Get Started?






What can I expect?

- ❖ A diagnostic assessment and probe
- ❖ Students will receive a challenging test, which may get frustrating for the students to get about 50% of the questions correct and 50% of the questions wrong
- ❖ Science learning (Please visit the link for more information)
- ❖ Intentional learning

What will each session look like?

When	Where	How
Synchronous Session #1	(via video conference)	TK/K-2nd: 20-30 min 3rd-5th: 30-45 min 6th-8th: 45-60 min
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Asynchronous (on your own; not on video conference)	Adaptive Software	Recommended 15-30 min each day, 4 times each week for 4 weeks (times depending on grade level - teacher will provide)



Welcome

Welcome

Family Checklist: Administering the Diagnostic at Home

Overview

Your school has asked that your child complete an *i-Ready Diagnostic* of assessment, and your child will benefit from a supportive environment you to ensure the information received accurately reflects what your child is capable of. This is a checklist that can help.

Recommended Actions:

- 1. Familiarize Yourself**

How is this assessment different? The *i-Ready Diagnostic* is an adaptive assessment that adjusts the difficulty level based on the grade they are currently in. If your child answers correctly or incorrectly, the test adjusts up or down, with questions reaching the level of difficulty that is "just right" for your child. If your child receives a challenging test, which may get frustrating for the students to get about 50% of the questions correct and 50% of the questions wrong, it is a good sign that your child is capable of more. The results of this adaptive assessment will personalize your child's online learning so he/she gets online instruction that is tailored to their needs.

Why is my student being asked to take these assessments? To give your child a score or grade. The results of this adaptive assessment will personalize your child's online learning so he/she gets online instruction that is tailored to their needs.
- 2. Get Organized**
 - ❑ **Determine a time and location for your child to take the assessment.** Each given subject should take ~60 minutes to complete. We suggest shorter sessions: ~15 to 20 minutes for younger students (K-2).
 - ❑ **Ensure you have correct login information from the school.**
 - ❑ **Test the device(s) your child will use to take the Diagnostic.** Computers are functioning properly. Consult this [guide](#) if you are using headphones and audio are working.
 - ❑ **Gather paper and pencils for your child.** Your child will be taking the Diagnostic for Mathematics and may find it helpful to take notes for Reading.
- 3. Prepare and Motivate your Child**
 - ❑ **Explain to your child why they are taking this Diagnostic.**
 - ❑ **Explain to your child how the Diagnostic works**—that it is a computer-based assessment that is difficult for them and reassure them that it is OK to take the assessment.
- 4. Actively Proctor**
 - ❑ **Monitor and encourage your child** as they are completing their math questions on paper. If you notice them getting stuck on questions, offer encouragement and suggest they take a short break.
 - ❑ **Do not assist your child with answering assessment questions.** Lessons not being at the right level for your child.
- 5. Confirm Completion**
 - ❑ **Ensure the student has fully completed the assessment.** Once the student has completed the assessment, a congratulatory message and see Lessons appear on their screen. Please confirm whether the student has fully completed the assessment, or not.

Published Edit

General Program Q & A for Families and Students

All Sections

Question Board

This discussion board can be used to collect and answer questions from families and students.

This is an ungraded discussion area that you can use to ask questions or provide feedback. If you are unclear on directions, assignments, etc., you can post a question on this discussion board within that specific week's module.

Please Note: If your question is related to a grade-level assignment or is related to other personal matters, please contact the teacher directly.

Technical Support

Need help using Canvas Discussions? If so, please contact the IT department.

- [Canvas Student Guide - Discussions](#)

Search entries or author Unread

Reply


Friday

Whole Group Weekly Wrap-up

(Literacy & Math)

Office Hours for Families & Students

How do Students Get Started?




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People

Collaborations

Google Drive

Office 365


Chat

Cisco Webex

Accredible

Welcome to FLIP-1

Activity



4

STUDENT NAME: _____

DATE: _____

Getting started: Spend 5 minutes ready to begin the assessment. You will need to administer every 10 minutes of thinking.

I'm really interested in learning more about you by working on a few projects.

You can try to solve the problem using the blocks or tools, or think about it on your own.

If you'd like to hear the presentation about the story if there is one, I will take some time to answer you a question about something you are working on, just that I want to know you ready to go?


1. Problem Solving: Use the blocks to help the child solve the problem.

You have 12 seconds to solve the problem. You have 12 seconds to solve the problem.

Tienes 12 segundos para resolver el problema. Tienes 12 segundos para resolver el problema.

Strategy

- ☐ direct modeling
- ☐ counting (on or off)
- ☐ number facts
 - ☐ derived
 - ☐ known facts



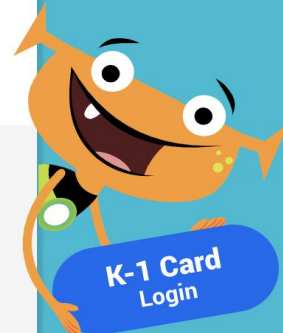
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State

Diagnostic Assessment



Explicit SEL Instruction



PRACTICAL WAYS TO
INTRODUCE AND BROADEN
THE USE OF SEL PRACTICES
IN CLASSROOMS, SCHOOLS,
AND WORKPLACES



Welcome


Purpose:

- To practice our listening skills
- To learn the names and interests of some of our classmates

Directions:

1. Welcome using Name & Motion (adapted from p. 13) from SEL Playbook
 - a. SEL Focus: This activity helps develop the Self-Awareness skill Recognizing Strengths as participants identify an activity they enjoy, and the Social Awareness skill Appreciating Diversity as they learn more about one another's interests and talents.
 - b. Steps:
 - i. Explain that our purpose is to learn names and get to know more about one another.
 - ii. Ask students to switch to "Grid View" to see as many of their peers as possible on screen.
 - iii. Offer instructions:
 1. Participants will take turns saying their own name while making a motion that represents something they enjoy doing.
 2. Each participant in turn will repeat the name and gesture of the peer who went before, and then will add their own name and gesture.
 - iv. Model with your name and motion, e.g., "I'm Sara and I like to play basketball." (Pretend to throw a ball towards a hoop.)
 - v. Check for understanding, then the teacher will call on the next student. Model by repeating their name and demonstrating their motion.
 - vi. If someone can't remember a name or motion, invite them to ask someone in the group for help and to thank that person for their assistance.
 - vii. Debrief by asking *one or two* of these questions (teacher choice):
 1. "Why is it important to know each other's names?"

Integrated SEL Instruction

Self-Awareness		<div></div> <h1>Sample Teaching Activities to Support Core Competencies of Social and Emotional Learning</h1>	
Accurately Recognizing One's Own Feelings and Thoughts			
Students will be able to...	Correctly label their own emotions.		<ol style="list-style-type: none">1. Welcome students.2. Sing "Living Things" song.3. Review what living things need to survive.4. Ask students what their favorite thing to drink is. Before having students answer, remind them about waiting their turn to share and being an active listener. (This helps build interpersonal skills).5. Tell them that one drink none of us can live without is water.6. Read the text "Wow, Water!"7. The text ends with the question: "How do you use water?" Give students time to talk about that question. Tell them they will be thinking about that question at home this week. Ask them to set a goal for how many people they will talk about to see how water is used. <p>Math: Use conversations about weekly text/theme as a transition to launch Story problem 3-1 (first asynchronous task). Consider having students set a goal for their learning this week.</p>
	Recognize that emotions are temporary and can and will		
	Recognize that emotions can affect their behavior.		
	Recognize that behavior can affect emotions (including t feels.		
	Recognize that emotions have physical effects.		
What teachers can do in Lessons and Instruction	Provide age-appropriate vocabulary words. (e.g., happy, elated, blue/down, rejected/disappointed, angry/irate fo		<ol style="list-style-type: none">1. Let students know that they will be trying to make sense of the story and to solve it any way that makes sense to them. You may wish to show them story problem 3-1 (asynchronous task #1 for the week) on Canvas and clarify directions for completing the task and what they will submit (images and/or video recording)2. Introduce/launch the story problem. Engage students in conversation about the story - what the story is about/what's happening. Support comprehension, but do not show/tell students how they should solve. When they understand the story, invite them to solve the problem in any way that makes sense to them (they will do this asynchronously).3. Teachers might also encourage students to think about how this problem relates to other problems they've solved in the past, and/or a goal they might set for themselves.
	Have older students generate age-appropriate vocabulary vocabulary.		

Lessons Learned as a DL Consortium:

- Lesson design principles and standardized format are critical agreements, whether working within or across organizations.
- Creation of digital learning curriculum requires content AND technology expertise.
- Taking a user-centered perspective leads to improved accessibility.
- Leadership acting as lead learners heavily supports implementation.
- Common platforms/learning management systems create opportunities for collaboration, professional learning, and sharing of resources.

Questions?

Thank you to the educators who made it all happen!

Over 100+ educators working 40+ hours a week during a pandemic!

County Offices of Education and Districts
Institutes of Higher Learning
Teachers and Curriculum and Instruction support staff
Consulting Company

Thank You!

Please share and access
resources [here](#).