

FLIP Supplemental Support Modules:

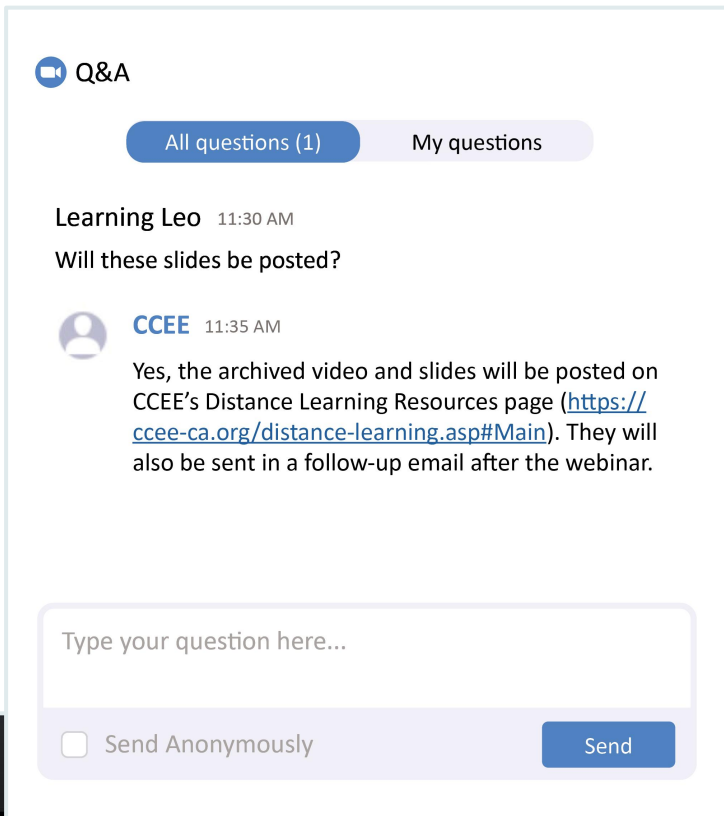
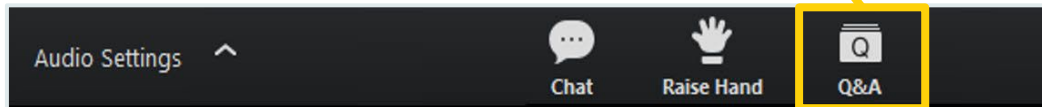
Facilitated Learning with Integration & Personalization

Orange County Department of Education

USING ZOOM Q&A

FOR QUESTIONS:

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



SESSION OUTCOMES

- Develop awareness of FLIP as supplemental support program
- Access modules and teacher guides
- Apply to use FLIP in your district and/or school
- Reach OCDE for additional inquiries

PRESENTERS



Trish Walsh

Administrator,
Humanities



Holly Steele

Administrator,
STEM/Esports/Expanded
Learning/ITO



Rhonda Marriott

Manager,
Learning Supports

FLIP Modules

Facilitated Learning

- 6 week program for TK - 8th grade
- Canvas learning management system (LMS)

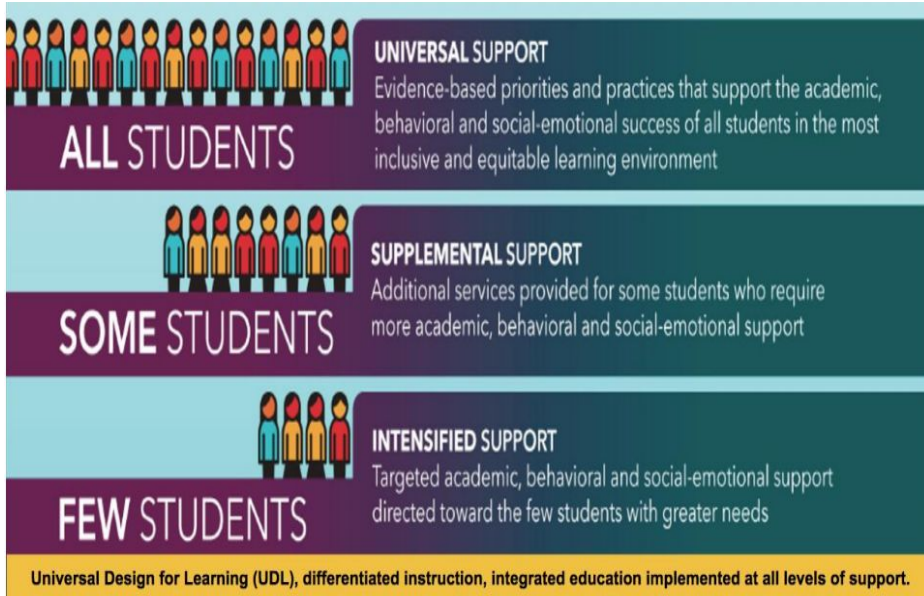
Integration

- ELA & Math standards taught through Science & Social Studies topics
- Universal Design for Learning (UDL) + Social-Emotional Learning (SEL)

Personalization

- Canvas and Learning Community
- Use with your LMS

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, CICO
- Formative assessment and progress monitoring to determine effectiveness of support

FLIP Modules

Created by OCDE



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](#)

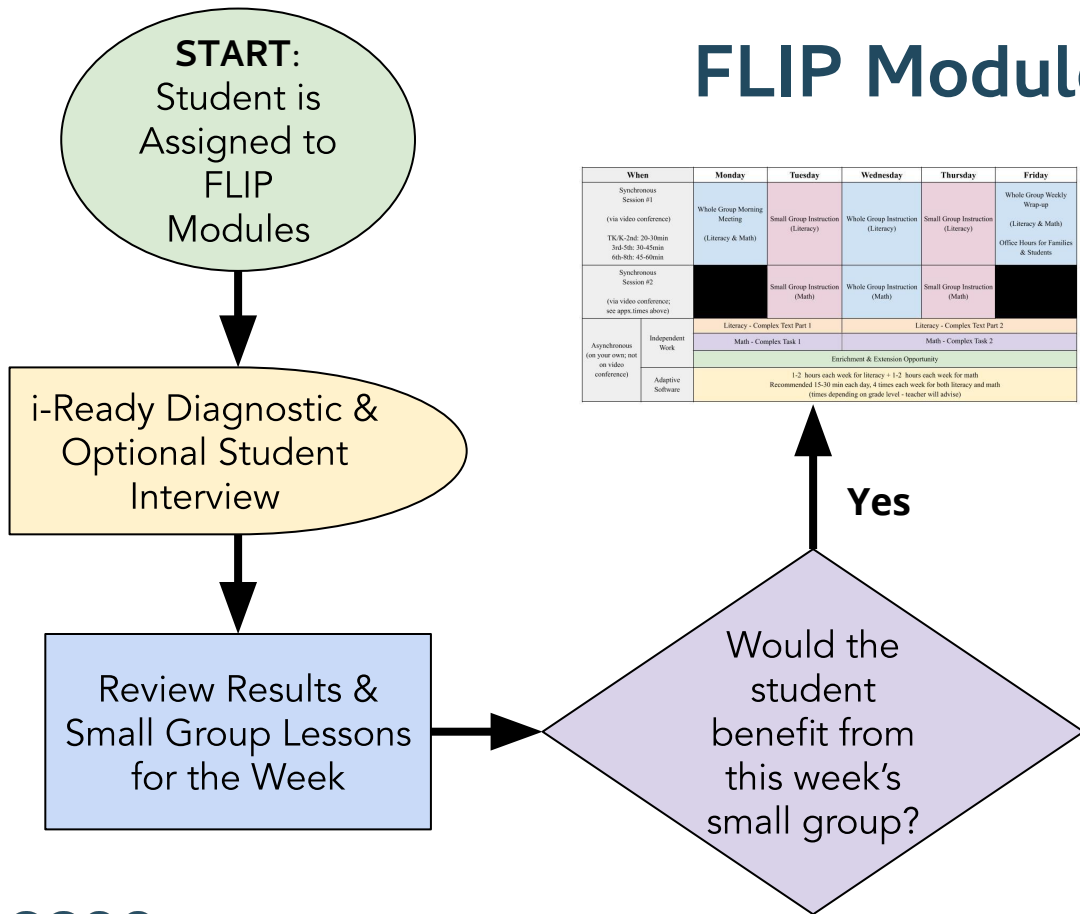


[8th Grade Modules](#)
[Teacher Guide](#)



CANVAS

FLIP Modules Process Map



When		Monday	Tuesday	Wednesday	Thursday	Friday
Synchronous Session #1 (via video conference) TK/K: 2nd: 26-30min 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
			Small Group Instruction (Math)	Whole Group Instruction (Math)	Small Group Instruction (Math)	
Synchronous Session #2 (via video conference; see approx. times above)						
		Literacy - Complex Text Part 1		Literacy - Complex Text Part 2		
Asynchronous (on your own; not on video conference)	Independent Work	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)				

When		Monday	Tuesday	Wednesday	Thursday	Friday
Synchronous Session #1 (via video conference) TK/K-2nd: 20-30 min 3rd-5th: 30-45 min 6th-8th: 45-60 min						
Synchronous Session #2 (via video conference; see appx.times above)						
Asynchronous (on your own; not on video conference)	Independent Work					
	Adaptive Software					

When		Monday	Tuesday	Wednesday	Thursday	Friday
Synchronous Session #1 (via video conference) TK/K-2nd: 20-30 min 3rd-5th: 30-45 min 6th-8th: 45-60 min			Small Group Instruction (Literacy)		Small Group Instruction (Literacy)	
Synchronous Session #2 (via video conference; see appx.times above)			Small Group Instruction (Math)		Small Group Instruction (Math)	
Asynchronous (on your own; not on video conference)	Independent Work					
	Adaptive Software					

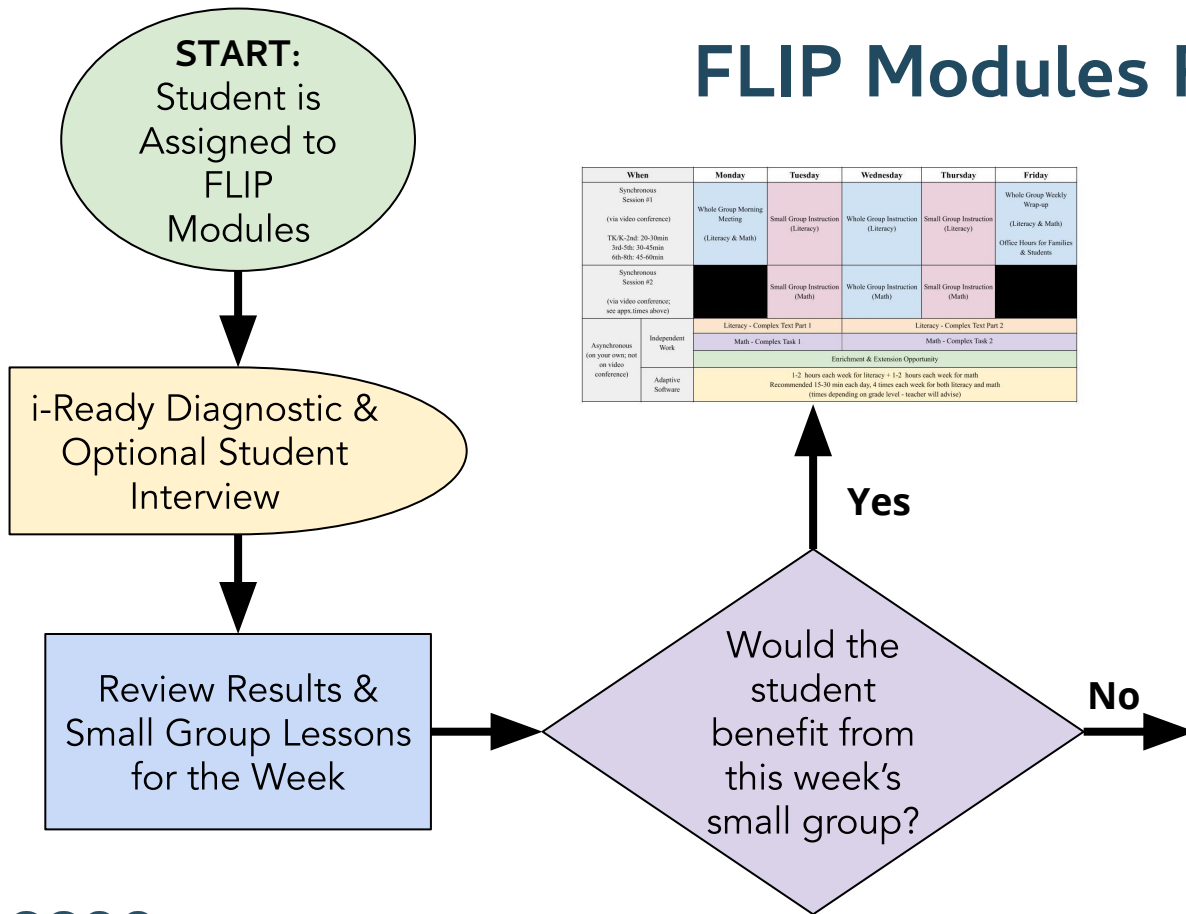
When		Monday	Tuesday	Wednesday	Thursday	Friday
Synchronous Session #1 (via video conference) TK/K-2nd: 20-30 min 3rd-5th: 30-45 min 6th-8th: 45-60 min		Whole Group Morning Meeting (Literacy & Math)	Small Group Instruction (Literacy)	Whole Group Instruction (Literacy)	Small Group Instruction (Literacy)	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					
	Adaptive Software					

When		Monday	Tuesday	Wednesday	Thursday	Friday
Synchronous Session #1 (via video conference) TK/K-2nd: 20-30 min 3rd-5th: 30-45 min 6th-8th: 45-60 min		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		
	Adaptive Software					

When		Monday	Tuesday	Wednesday	Thursday	Friday
Synchronous Session #1 (via video conference) TK/K-2nd: 20-30 min 3rd-5th: 30-45 min 6th-8th: 45-60 min		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					

When		Monday	Tuesday	Wednesday	Thursday	Friday
Synchronous Session #1 (via video conference) TK/K-2nd: 20-30 min 3rd-5th: 30-45 min 6th-8th: 45-60 min		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)				

FLIP Modules Process Map

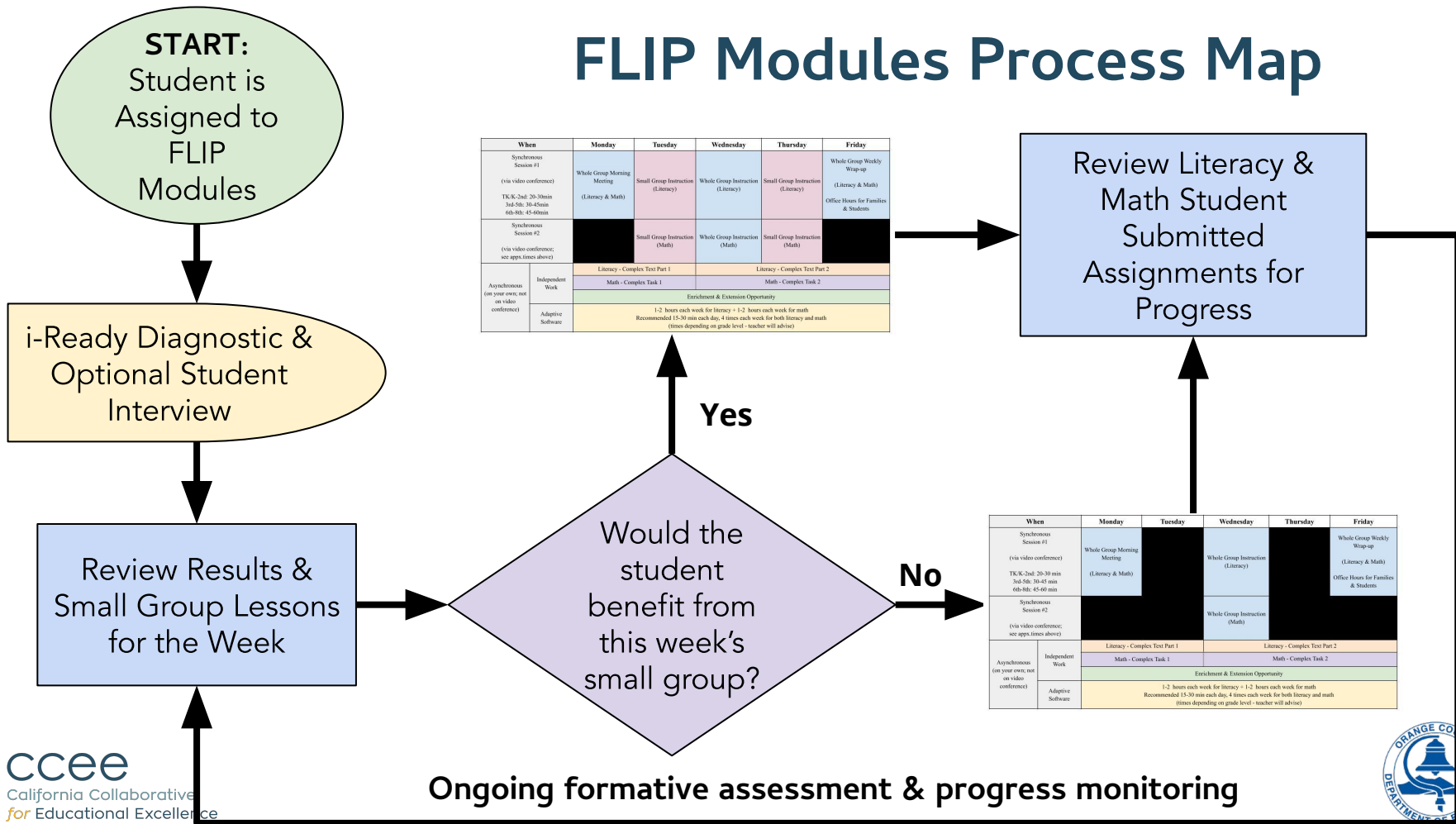


When	Monday	Tuesday	Wednesday	Thursday	Friday
Synchronous Session #1 (via video conference) TK/K-2nd: 20-30min 3rd-5th: 30-45min 6th-8th: 45-60min	Whole Group Morning Meeting (Literacy & Math)	Small Group Instruction (Literacy)	Whole Group Instruction (Literacy)	Small Group Instruction (Literacy)	Whole 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	
	Adaptive Software	Math - Complex Task 1		Math - Complex Task 2	
	Enrichment & Extension Opportunity				
	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)				

When	Monday	Tuesday	Wednesday	Thursday	Friday
Synchronous Session #1 (via video conference) TK/K-2nd: 20-30 min 3rd-5th: 30-45 min 6th-8th: 45-60 min	Whole Group Morning Meeting (Literacy & Math)		Whole 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)			Whole Group Instruction (Math)		
Asynchronous (on your own; not on video conference)	Independent Work			Literacy - Complex Text Part 2	
	Adaptive Software	Math - Complex Task 1		Math - Complex Task 2	
	Enrichment & Extension Opportunity				
	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)				

When		Monday	Tuesday	Wednesday	Thursday	Friday
Synchronous Session #1 (via video conference) TK/K-2nd: 20-30 min 3rd-5th: 30-45 min 6th-8th: 45-60 min		Whole Group Morning Meeting (Literacy & Math)		Whole 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)				Whole 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)				

FLIP Modules Process Map




When	Monday	Tuesday	Wednesday	Thursday	Friday
Synchronous Session #1 (via video conference) TK/K-2nd: 26-30min 3rd-5th: 38-45min 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 approx. 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	
	Adaptive Software	Enrichment & Extension Opportunity			
	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)				

When	Monday	Tuesday	Wednesday	Thursday	Friday
Synchronous Session #1 (via video conference) TK/K-2nd: 26-30 min 3rd-5th: 38-45 min 6th-8th: 45-60 min	Whole Group Morning Meeting (Literacy & Math)		Whole Group Instruction (Literacy)		Whole Group Weekly Wrap-up (Literacy & Math) Office Hours for Families & Students
Synchronous Session #2 (via video conference; see approx. times above)			Whole Group Instruction (Math)		
Asynchronous (on your own; not on video conference)	Independent Work				
		Math - Complex Task 1			Math - Complex Task 2
	Adaptive Software	Enrichment & Extension Opportunity			
	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)				

How do Teachers Get Started?

Teacher Guide - Grade 1

Created by



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](#)

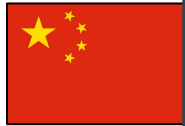
Week 1 - Building Classroom Community

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](#)

Page 1 of 76

How do Families Get Started?




What can I expect?

- ❖ A diagnostic assessment
- ❖ Student participation
- ❖ The primary purpose of the assessment is to provide information to the teacher to inform instruction.
- ❖ Science and Math Learning (Please visit [www.ocde.net](#))
- ❖ Intentional

When will each session occur?

When
Synchronous Session 1
(via video conference)
TK-K-2nd: 20-25 minutes
3rd-5th: 30-45 minutes
6th-8th: 45-60 minutes
Synchronous Session 2
(via video conference)
see approx. times
Asynchronous (on your own, not on video conference)
Diagnostic Software
Recommended 15-30 min each day, 4 times each week (times depending on grade level - teacher will provide details)

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 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 assesses each student at a difficulty level based on the grade they are currently in. If a student answers correctly or incorrectly, the test adjusts up or down, with questions becoming more challenging as the student's level of difficulty reaches the level of difficulty that is "just right" for that student. If a student receives a challenging test, which may get frustrating for the student to get about 50% of the questions correct and 50% of the questions wrong, this is a sign that the student's abilities are on a range of skills.
 - ❑ **Why is my student being asked to take these assessments?** The results of this diagnostic assessment will be used to give your child a score or grade. The results of this diagnostic assessment will be used to personalize your child's online learning so he/she gets online learning that is appropriate for their level.
- 2. Get Organized**
 - ❑ **Determine a time and location for your child to take the diagnostic.** The given subject should take ~60 minutes to complete. We suggest shorter sessions: ~15 to 20 minutes for younger students.
 - ❑ **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 need paper and pencils for Mathematics and may find it helpful to use a ruler 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 diagnostic test that is difficult for them and reassure them that it is OK to take the test.
- 4. Actively Proctor**
 - ❑ **Monitor and encourage your child** as they are completing their math questions on paper. If you notice them getting stuck, offer encouragement and suggest they take a short break.
 - ❑ **Do not assist your child with answering assessment questions.** Questions are 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. You will also receive a message from the system whether the student has fully completed the assessment, or if they have 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.

This is an ungraded discussion area that you can use to ask questions or share information on a discussion board within that specific week's mode.

If you are unclear on directions, assignments, etc., please post your question on the discussion board within that specific week's mode.

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 teacher directly.

- [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?

The image shows a screenshot of a student dashboard interface. On the left, there is a navigation sidebar with the Orange County Department of Education logo and a list of menu items: Account, Dashboard, Courses, Calendar, Inbox, Studio, and Help. Below the sidebar are fields for Email and Password, a 'Stay signed' checkbox, and a 'Forgot Password' link. The main content area features a 'Welcome' message with a user profile icon and the text 'Welcome to Active'. Below this is a large blue overlay with the text 'Diagnostic Assessment' in white. To the right of the overlay, there is a form for 'STUDENT NAME:' and 'DATE:', followed by a 'Getting started' section with instructions and a list of strategies. The strategies include 'direct model', 'counting (on number facts)', 'number facts', 'deriv', and 'know'. At the bottom of the overlay, there is a large blue box with the number '4'.

FLIP-1

Account

Dashboard

Courses

Calendar

Inbox

Studio

Help

Home

Announcements

Modules

Grades

People

Collaborations

Google Drive

Office 365

Chat

Cisco Webex

Accredible

W

o

Is

STUDENT NAME: _____

DATE: _____

Getting started: So ready to begin the as need to administer eve thinking.

I'm really interested in you by working on a f

You can try to solve th blocks or tools, or thin

If you'd like to hear th about the story if there working I will take som you a question about s wrong, just that I want you ready to go?

1. Problem Sol to help the c

You have 1, you have th

Tienes 12 p tienes que t

Strategy

- direct model
- counting (on
- number facts
 - deriv
 - know

4

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?"
 2. "What was it like for you to participate in this?"
 3. "Were there any surprises?"
 4. "What's something you had in common with someone?"
 5. "What is something several people in the group had in common?"

Integrated SEL Instruction

Self-Awareness		 <h2>Sample Teaching Activities to Support Core Competencies of Social and Emotional Learning</h2>
<h3>Accurately Recognizing One's Own Feelings and Thoughts</h3>		
Students will be able to...	Correctly label their own emotions.	<ol style="list-style-type: none"> Welcome students. Sing "Living Things" song. Review what living things need to survive. 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). Tell them that one drink none of us can live without is water. Read the text "Wow, Water!" 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 change.	
	Recognize that emotions can affect their behavior.	
	Recognize that behavior can affect emotions (include feelings).	
	Recognize that emotions have physical effects.	
What teachers can do in Lessons and Instruction	Provide age-appropriate vocabulary words. (e.g., happy, sad, excited, surprised, frustrated, disappointed, angry, nervous, shy, embarrassed, blue/down, rejected/disappointed, angry/irritated)	
	Have older students generate age-appropriate vocabulary.	<ol style="list-style-type: none"> 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) 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). 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.

Upcoming DL Consortium Webinars

SDCOE Units of Study for Distance Learning: An Integrated and Thematic Approach

Friday, August 14 from 10:30am-11:30am

QUESTIONS?



tinyurl.com/OCDE-SS

Thank You!

Trish Walsh, Administrator
Humanities
twalsh@ocde.us

Holly Steele, Administrator
STEM, Esports, Expanded
Learning & Inside the Outdoors
hsteele@ocde.us

Rhonda Marriott, Manager
Learning Supports
rmarriott@ocde.us

