

K-5 CORE INSTRUCTIONAL MODELS

LEARNER-CENTERED MODEL

OVERVIEW: The learner-centered pathway prioritizes open-ended discovery and maximizes opportunities for interdisciplinary and authentic learning experiences *rooted in student-selected learning opportunities*. Teachers and students use a *wide range of online and offline resources to understand and consistently apply understanding of big ideas* toward the creation of work products that they share with their classmates, families, and local community.

SUGGESTED STRATEGIES

- Ensure content integration throughout all learner-centered experiences
- Provide choice boards or lists of tasks that allow students to choose and make decisions about tasks pertaining to an essential idea
- Use checklists to support understanding
- Ensure that learning activities are aligned to the Virginia Standards of Learning
- Host daily and weekly individual, small-group, or whole-class meetings to maintain, sustain, and expand a sense of community and reduce isolation.

RESOURCES

- [Elementary Online Resources](#)

SAMPLE WEEKLY AGENDA

(Maximum Daily Learning Time for K-2 is 60 minutes; Maximum Learning Time for 3- 5 is 90 minutes); Every day, students should be reading a self-selected text for a minimum of 20 minutes (i.e. independent reading, read aloud, read with someone, etc.).

Day 1

Hook Students through video/article/primary documents

- Introduction of problem/theme of the week
- Posing a notice and wonder question
- Introducing learning choices

Day 2-4

Exploring through choice board activities

Day 5

Class check-in/ feedback/ reflective conversation where students present their learning from the week (5C -Communicator)

K-2 Choice Board Examples: Past and Present

The teacher will provide choice board to students that addresses topics related to weekly theme of “Past & Present” such as:

- Looking at photographs and asking and answering questions
- Writing interviews/journaling
- Positional words
- Counting
- Creating tally charts and graphs
- Songs/poems/rhyming words
- Timeline/sequential order
- Life processes

3-5 Choice Board Examples: Weather Tracking

Teacher will provide choice board to students that address topics related to the overarching idea of “Weather Tracking,” such as:

- Watch videos/news and record/journal different types of weather or complete a see/think/wonder graphic organizer
- Collect data to represent weather
- Graph weather data
- Read paired passage sets
- Nature walk and journal about noticings
- Research a type of weather
- Complete a cause and effect organizer about the impact of weather on organisms
- Record your own weather forecast (write a script and include your weather research, add graphs, create a background)



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TEACHER-CENTERED MODEL

OVERVIEW: The teacher-centered pathway prioritizes consistency and structure that most closely resembles learning established throughout the academic year. Instruction continues along content-specific lines, with accommodations made for remote learning conditions. Students create work products that are shared largely between themselves and their respective teachers, peers, and families.

SUGGESTED STRATEGIES

- Host daily and weekly individual, small-group, or whole-class meetings to maintain, sustain, and expand a sense of community and reduce isolation.
- Use choice boards or lists of tasks that allow students to choose and make decisions about tasks pertaining to an essential idea
- Ensure content integration throughout all learner-centered experiences
- Provide learning activities aligned to the Virginia Standards of Learning
- Provide opportunities for student voice and choice.
- Include tech and no tech opportunities.
- Include learning activities aligned to the curriculum that students are missing
- Include options for varying levels of engagement - those who will engage at a low level, up to those who are looking for a challenging opportunity.
- Support instructional opportunities that make use of materials on hand, and ways to engage with the world around them in their home environment.
- Have students reflect on their learning as a form of assessment.

RESOURCES

- [Elementary Online Resources](#)

SAMPLE WEEK-LONG AGENDA

(Maximum Daily Learning Time for K-2 is 60 minutes; Maximum Learning Time for 3- 5 is 90 minutes); Every day, students should be reading a self-selected text for a minimum of 20 minutes (i.e. independent reading, read aloud, read with someone, etc.).

Day 1:

Hook Students through video/article/primary documents

- Introduction of problem
- Posing a notice and wonder question

Day 2-3:

Communicating, investigating, critical thinking around the problem/project

- Teacher check-in

Day 4:

Reflective writing about the problem

Day 5:

Class check-in/ feedback/ reflective conversation

K-2 Sample Experiences: Past and Present

Day 1:

- Introduce Focus Question of the Week: How is life today different from the past? (5C- Critical Thinker)
- Have students look through photos in the home and have discussions with family members about the past. After looking through the photos, have students represent with tally marks how many photos they are in out of all of the ones they looked at.

Day 2:

- Teacher check-in. Have a quick discussion about the past. Ask students what they wonder about the past. Record some of their questions.
- Tell students that they will interview a family member about the past later that week.. The questions they are wondering about will be the questions they can ask family members, as well as others they may think of.
- Ask students how many family members they could interview in their home, over the phone, or through other safe communication methods (i.e. virtual connections).(5C- Communicator)
- Introduce a rhyming song that students can sing with family members throughout the week either past or present about families.



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Day 3:

- Have students sing the past and present song to/with their families. Have them tell how many family members they sang to.
- Have students interview a family member about the past and present and record their answers.

Day 4:

Have students represent what they learned about the past and present from the interview. (e.g., draw and label a picture of the interview, write 2-3 sentences to summarize the interview). (5C- Creative Thinker)

Day 5:

Class virtual reflective conversation or family discussion about what we learned and how is life today different from the past? Consider using a Venn-Diagram.

3-5 Sample Experience: Weather Tracking

Day 1:

Hook - Students watch a video about different types of weather and complete a See/Think/Wonder graphic organizer while watching the video.

- Introduce Focus Question of the Week: What is the impact of weather on organisms in your community? (5C - Critical Thinker)
- Students begin collecting data to represent weather in order to graph it later in the week (temperature (future line plot), precipitation, wind)

Day 2:

Provide paired passage text set, articles about the impact of weather on a community (Teacher can send home via hardcopies or assign electronically)

Day 3:

Students consider how organisms respond to different types of weather. (Nature walk, neighborhood walk, independent research)

Day 4:

Students create a graph of choice using the data collected to represent the weather and temperature to the nearest degree recorded over the week (consider including temperature, precipitation, and wind).

Day 5:

Written Reflection - Using what you have learned this week, respond in detail to the following question: What is the impact of weather on organisms in your community? Be sure to include examples. (5C - Communicator, Critical Thinker)



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HYBRID MODEL

OVERVIEW: The hybrid pathway meshes the familiarity of an established instructional model with an authentic-learning experience. Students interact with carefully curated assignments to refine content mastery and are empowered with choice as to performance-based products within teacher-developed parameters. They then work with their teachers and each other to periodically showcase learning through a variety of different modes of writing and communication.

SUGGESTED STRATEGIES

- Host daily and weekly individual, small-group, or whole-class meetings to maintain, sustain, and expand a sense of community and reduce isolation.
- Use Direct Instruction for a variety of learning modes (visual, audio, movement, etc).
- Demonstrate a skill virtually or via a take-home resource, then direct students to practice the skill.
- Use a variety of assessment options, e.g. a flipgrid, or other method of communicating skill development.
- Use Virtual meetings to teach a concept, within a division-approved platform.
- Have students respond to questions about the content area.
- Create a list of projects or activities that can be completed to meet required competencies and/or skills.

RESOURCES

- [Elementary Online Resources](#)

SAMPLE WEEKLY AGENDA

(Maximum Daily Learning Time for K-2 is 60 minutes; Maximum Learning Time for 3- 5 is 90 minutes); **Every day, students should be reading a self-selected text for a minimum of 20 minutes (i.e. independent reading, read aloud, read with someone, etc.).**

Grades K-2

Daily Learning time:

- Teacher led instruction 5-15 minutes for each 4 core areas (English, math, HSS, Sci.) Teacher led instruction includes
 - Opportunity for cross-curricular integration (i.e. Math & Sci lesson)
 - Integrate movement, music and art
- Daily Reading Time: Increments of 10 minutes

Sample Schedule:

- Teacher-Led:
 - 5-15 minutes of instruction, virtually or explicit directions in a printable learning resource, per core areas: English, Math, History and Social Science, Science
- Student-Led:
 - 15 minutes daily read aloud and independent reading
 - 30 minutes of independent work in increments of 10 minutes

Grades 3-5

Daily Learning time:

- 10-20 minutes of instruction for 4 core areas (English, math, HSS, Sci.) of Teacher led instruction virtually or explicit directions in a printable learning resource
 - Opportunity for cross curr. (i.e. Math & Sci lesson)
 - Integrate movement, music and art
- Daily Reading Time: Increments of 20-30 minutes: Choice Reading/ Independent reading time. Reading and writing throughout the day.

Sample Schedule:

- Teacher-Led:
 - 10-20 minutes of instruction per core areas: English, Math, History and Social Science, Science
- Student-Led:
 - 20-30 minutes choice reading daily
 - 20-30 minutes of independent work