K-5 RESOURCE INSTRUCTIONAL MODELS

LEARNER-CENTERED MODEL

OVERVIEW: This model focuses on student voice, choice, flexibility, as well as deeper approaches to learning such as inquiry, engineering design process, project-based learning, and design thinking. Students may focus on processing moods, emotions, feelings, and current events using physical activity and creative thinking.

SUGGESTED STRATEGIES

- Students engage in experiential learning.
- Students conduct independent research based on an inquiry model.
- Students engage in project-based learning and related strategies.
- Students employ an engineering design model for problem-solving.
- Students employ a design thinking model for problem-solving.
- Include connections to social and emotional learning.
- Provide opportunities for student voice and choice.
- Collaborate with the resource team for clarity and consistency.
- When possible, collaborate with core content areas for the integration of arts and movement in multiple learning activities.
- 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.
- Students engage in reflection of learning as a form of assessment.

RESOURCES
- Elementary Online Resources

SAMPLE WEEK-LONG AGENDA
- K-2 - Approximately 10 minutes per day
- 3-5 - Approximately 20 minutes per day

One resource per day each week during the closure

- The teacher offers an inquiry-based/open-ended question that has a real-world application. Questions/inquiry could come from a bank or allow students to develop the question based on a concept being covered.
- The student engages in inquiry and student-driven, flexible project or product creation. If possible, the student product is shared with the local or extended community.

In addition to a structured resource-time, families are encouraged to develop routines that incorporate unstructured time for physical activity and creative play into the day.

K-5 RESOURCE INSTRUCTIONAL MODELS

TEACHER-CENTERED MODEL

OVERVIEW: This model is used to teach specific to the curriculum. Instruction takes the form of direct instruction, then demonstration of skills or concepts in a mode directed by the teacher. Skills and concepts covered using this model could then be used flexibly in a student-centered approach.

SUGGESTED STRATEGIES

- Direct Instruction for a variety of learning modes (visual, audio, movement, etc).
- Teacher demonstrates a skill virtually or via a take-home resource, then directs students to practice the skill.
- Assessment could take place via a flipgrid, or other method of communicating skill development.
- Virtual meetings to teach a concept, within a division-approved platform.
- Students respond to teacher questions about the content area.
- Create a list of projects or activities that can be completed to meet the required competencies and/or skills.
- Include connections to social and emotional learning.
- Provide opportunities for student voice and choice.
- Collaborate with the resource team for clarity and consistency.
- When possible, collaborate with core content areas for the integration of arts and movement in multiple learning activities.
- 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.
- Students engage in reflection of learning as a form of assessment.

RESOURCES
- [Elementary Online Resources](#)

SAMPLE WEEK-LONG AGENDA

- K-2 - Approximately 10 minutes per day
- 3 - 5 - Approximately 20 minutes per day

One resource per day each week during the closure

- The teacher provides direct instruction, with options for virtual or non-virtual strategies. Direct instruction strategies include video, web links, games, a take-home resource, or other method.
- The student demonstrates that skill or concept in an activity directed by the teacher.

In addition to a structured resource-time, families are encouraged to develop routines that incorporate unstructured time for physical activity and creative play into the day.

K-5 RESOURCE INSTRUCTIONAL MODELS

HYBRID MODEL

OVERVIEW: This model is a happy medium between the two approaches above. Instruction in this pathway may take the form of menus, choice boards, activity calendars, and more in order to offer choices and options for students and families based on student interest and available resources.

SUGGESTED STRATEGIES

- Choice Boards - by resource team, or by individual teacher
- Calendars
- "Menus" of options
- Experiential learning
- Independent research and inquiry, based on a list of essential questions to choose from.
- Students develop questions for inquiry related to the content area.
- Include connections to social and emotional learning.
- Provide opportunities for student voice and choice.
- Collaborate with the resource team for clarity and consistency.
- When possible, collaborate with core content areas for the integration of arts and movement in multiple learning activities.
- 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.
- Students engage in reflection of learning as a form of assessment.

RESOURCES

- Elementary Online Resources

SAMPLE WEEKLY AGENDA

- K-2 - Approximately 10 minutes per day
- 3 - 5 - Approximately 20 minutes per day

One resource per day each week during the closure

- The teacher offers direct instruction, an inquiry-based (or open-ended) question, or some combination.
- The student chooses learning activities from a choice board, calendar, menu, or other choice-based method.

In addition to a structured resource-time, families are encouraged to develop routines that incorporate unstructured time for physical activity and creative play into the day.