



## 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 an understanding of big ideas toward the creation of work products that they share with their classmates, families, and the local community.

#### SUGGESTED STRATEGIES

- [Distance Learning for All: Care, Connection, Continuity](#) (Offers guidance and requirements)
- Create a network of support for students that allows differentiation and meets their learning needs (Teacher, peers, and other educators) [ODE Special Education, ODE TAG, ODE English Learners \(page 18\)](#)
- Ensure content integration throughout all learner-centered experiences
- Provide 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 Oregon state standards
- Host daily and weekly individual, small-group, or whole-class meetings to maintain, sustain, and expand a sense of community and reduce isolation.

#### RESOURCES

- [K-2 Resources](#)
- [3-5 Resources](#)

#### SAMPLE WEEKLY AGENDA

*(Maximum Daily Learning Time for K-1 is 165 minutes; Maximum Learning Time for 2-3 is 180 minutes; Maximum Learning Time for 4-5 is 270 minutes);* Every day, students should be reading a self-selected or teacher provided text (i.e. independent reading, read aloud, read with someone, etc. This reading time could be included in the Maximum Daily Learning Time).

Note: Daily and weekly schedule times and activities are recommendations; however, teachers, students, and families should work together to adapt schedules and activities to meet individual needs.

##### **Day 1**

*Build background knowledge* through video/article/primary documents

- Introduction of problem/theme of the week
- Pose a notice and wonder question
- Introduce learning choices

##### **Day 2-4**

Exploring through a menu of activities

##### **Day 5**

Class check-in/ feedback/ reflective conversation where students present their learning from the week

##### **K-2 Menu of Activities Examples: Past and Present**

The educator will provide a menu of activities that address topics related to the 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



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### ***3-5 Menu of Activities Examples: Weather Tracking***

Educator will provide a menu of activities 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 about weather
- Nature walk and journal about observations
- 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

- [Distance Learning for All: Care, Connection, Continuity](#) (Offers guidance and requirements)
- Create a network of support for students that allows differentiation and meets their learning needs (Teacher, peers, and other educators) [ODE Special Education](#), [ODE TAG](#), [ODE English Learners \(page 18\)](#)
- Host daily and weekly individual, small- group, or whole-class meetings to maintain, sustain, and expand a sense of community and reduce isolation.
- Use 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 Oregon state standards.
- Provide opportunities for student voice and choice.
- Include online and offline opportunities.
- Include learning activities aligned to the standards that students are missing
- Include options for varying levels of engagement and ability-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 formative assessment.

#### RESOURCES

- [K-2 Resources](#)
- [3-5 Resources](#)

#### SAMPLE WEEK-LONG AGENDA

*(Maximum Daily Learning Time for K-1 is 165 minutes; Maximum Learning Time for 2-3 is 180 minutes, and the Maximum Learning Time for 4-5 is 270 minutes);* Every day, students should be reading a self-selected, or teacher-provided text (i.e. independent reading, read aloud, read with someone, etc. This reading time could be included in the Maximum Daily Learning Time).

Note: Daily and weekly schedule times and activities are recommendations; however, teachers, students, and families should work together to adapt schedules and activities to meet individual needs.

##### **Day 1:**

Build background knowledge through video/article/primary documents

- Introduce a problem
- Pose a notice and wonder question

##### **Day 2-3:**

Communicate, investigate, and use 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?



## K-5 CORE INSTRUCTIONAL MODELS

### **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).

### **Day 3:**

- 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).

### **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:**

- Build background knowledge by having 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?
- 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)



## K-5 CORE INSTRUCTIONAL MODELS

**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.



## K-5 CORE INSTRUCTIONAL MODELS

### 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 a 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

- [Distance Learning for All: Care, Connection, Continuity](#) (Offers guidance and requirements)
- Create a network of support for students that allows differentiation and meets their learning needs (Teacher, peers, and other educators) [ODE Special Education](#), [ODE TAG](#), [ODE English Learners \(page 18\)](#)
- 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, or other methods 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 the required competencies and/or skills.

#### RESOURCES

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- [3-5 Resources](#)

#### SAMPLE WEEKLY AGENDA

*(Maximum Daily Learning Time for K-1 is 165 minutes; Maximum Learning Time for 2-3 is 180 minutes and 4- 5 is 270 minutes);* Every day, students should be reading a self-selected or teacher-selected text (i.e. independent reading, read aloud, read with someone, etc. This reading time could be included in the Maximum daily Learning Time.).

Note: Daily and weekly schedule times and activities are recommendations; however, teachers, students, and families should work together to adapt schedules and activities to meet individual needs.

#### Grades K-2

##### Daily Learning time:

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

##### Sample Schedule:

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



## K-5 CORE INSTRUCTIONAL MODELS

### *Grades 3-5*

#### **Daily Learning time:**

- 10-20 minutes of instruction for 4 core areas (English, math, Social Sciences, Science.) of Teacher-led instruction virtually or explicit directions in a printable learning resource
  - Opportunity for cross-curriculum. (i.e. Math & Science 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