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

- Distance Learning for All: Care, Connection, Continuity
- 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)

- 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 grade level team for clarity and consistency.
- When possible, incorporate arts and movement into the core content areas.
- Include online and offline tech 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 the home environment.
- Students engage in reflection of learning as a form of formative assessment.

RESOURCES

- K-2 Resources
- 3 - 5 Resources
- Distance Learning: Sample Instructional Day

Sample Daily Schedule

K-1
- Up to 45 minutes teacher-led per day

2-3
- Up to 60 minutes teacher-led per day

4-5
- Up to 90 minutes teacher-led per day

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.

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 the educator 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 classmates.

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

K-5 RESOURCE INSTRUCTIONAL MODELS

TEACHER-CENTERED MODEL

OVERVIEW: This model is used to teach specifically to the standards. 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

- [Distance Learning for All: Care, Connection, Continuity](#)
- 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)](#)
- Direct Instruction for a variety of learning modes (visual, auditory, kinesthetic, 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 district-approved platform.
- Students respond to teacher questions about the content.
- 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 grade-level team for clarity and consistency.
- When possible, incorporate the arts and movement into core content areas.
- Include digital and non-digital 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 the home environment.
- Students engage in reflection of learning as a form of assessment.

RESOURCES

- [K-2 Resources](#)
- [3 - 5 Resources](#)
- [Distance Learning: Sample Instructional Day](#)

SAMPLE Daily Schedule

K-1
- Up to 45 minutes teacher-led per day

2-3
- Up to 60 minutes teacher-led per day

4-5
- Up to 90 minutes teacher-led per day

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.

One resource per day each week during the closure

- The teacher provides direct instruction, with options for online or offline 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, creative play, and free choice 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, activity calendars, and more in order to offer choices and options for students and families based on student interest and available resources.

SUGGESTED STRATEGIES

- [Distance Learning for All: Care, Connection, Continuity](#)
- 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)](#)
- Structured weekly schedule
- "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 grade-level team for clarity and consistency.
- When possible, incorporate arts and movement into the core content areas
- 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 the home environment.
- Students engage in reflection of learning as a form of formative assessment.

RESOURCES

- [K-2 Resources](#)
- [3 - 5 Resources](#)
- [Distance Learning: Sample Instructional Day](#)

SAMPLE Daily Schedule

K-1
- Up to 45 minutes teacher-led per day

2-3
- Up to 60 minutes teacher-led per day

4-5
- Up to 90 minutes teacher-led per day

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.

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 structured weekly schedule, 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, creative play, and free choice into the day.