

# 2020 -21 SCHOOL FUNDAMENTALS: ELEMENTARY

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'hybrid section' (8/32 slides)

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# Premise

- This training module reflects the universal complications regarding opening schools for the 2020 – 21 academic year.
- A combination of school structures and protocols are proposed to maximize safety and student performance.
- In lieu of the complexities of a commitment to one model of school, multiple options are promoted to accommodate families, students, and faculty.
- 'Conventional' schooling will continue traditional design, procedures, instructional practices, and services following historical precedence.
- 'Hybrid' schooling alternates on – site schooling with rotating days of virtual instruction.
- 'Virtual' schooling utilizes online instruction from home.



## THIS COMBINATION OF FACTORS IS IMPACTING INSTRUCTION

~ a dramatic shift in student demographics



~ an increase of 'at – risk' learners



~ a reliance on 'traditional' teaching methods



~ inadequate resources, technology



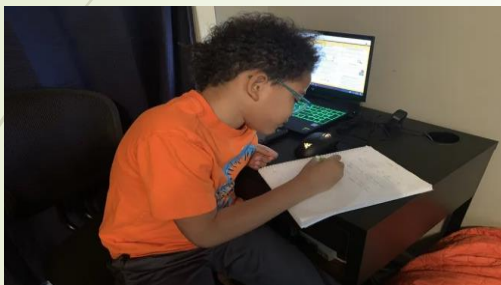
# Hybrid Instruction Fundamentals

- On – site **conventional model's** environmental decorations, organizational procedures, and transitional techniques remain the same.
- A 'rotational' format of on – site / distance instruction is utilized to complement students' functioning levels to '*activate relevant knowledge.*'
- School – based Instructional modifications **blend** 'stations' of teacher – directed, collaborative, and computer - based independent tasks.
- Home – based online instruction involves application of an **alternative** system of procedures to present curriculum – based activities adjusted for learners' participation and investment.
- To lesson variations complement different subjects' content and assessment preferences



# Hybrid Instruction: Strategies # 1

- Hybrid teaching requires lessons that maximize students' visual, auditory, and kinesthetic learning preferences.



(Louisville Courier Journal)

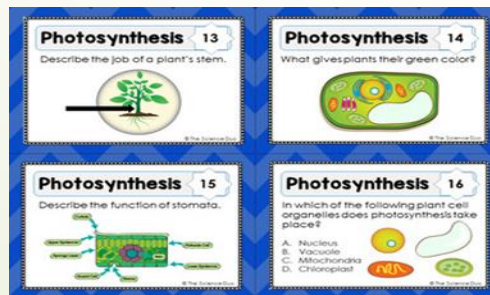


(J. DeAngelis)

- Integrate a combination of commercial resources and conventional materials to complement mega skills, especially motivation and perseverance.



(Rocking Resources)



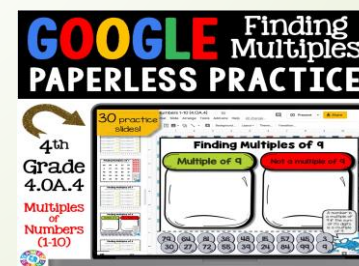
(The Science Duo)

- Lessons must be taught in shorter time intervals to maintain attention and task completion.



(Student Savvy)

- Assign a variety of formative assessment options to measure students' holistically comparable to school – based evaluations. Goal: 75 – 95 % success.



(GamesforGains)

1. Directions: Read the sentences. Choose the **SUBJECT** in the sentence.

The herbivorous kentrosaurus ate plants.

A. herbivorous

B. plants

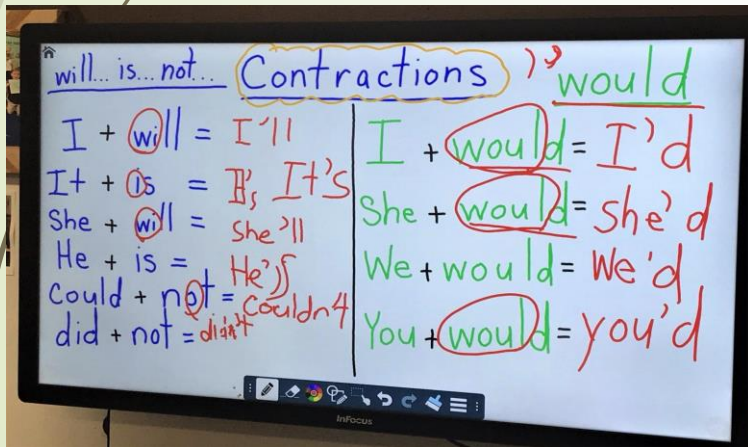
C. kentrosaurus

(Rocking Resources)

# Learning styles # 1

## Visual

- ▶ Prefer images, maps, graphic organizers, spatial understanding
- ▶ Ex: - Google Classroom contractions
- ▶ - learning software program



(D.Perras)

## Sample

Language arts 4<sup>th</sup> grade:

Topic: 'identify contractions'

Instructional format:

- ~ commercial software program
- ~ practice samples
- ~ apply contractions in personal story

Product:

- > Kahoot quiz

# Learning Style # 2

## Auditory

- Prefer listening, speaking, music, conversation
- Ex: - decoding sounds of sight words
- - broadcasts of historical events



(Teacher Features)

## Sample

Language arts 1<sup>st</sup> grade

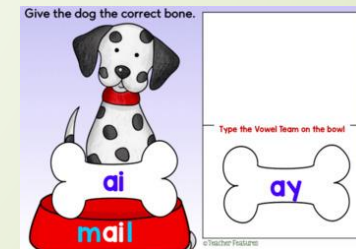
Topic: 'identify contractions'

Instructional format:

- ~ commercial software program
- ~ practice samples
- ~ match photos / vowel sounds

Product:

- Oral questioning
- Color workbook images





## Learning Style # 3

### Kinesthetic

- > Prefer tactile, hands - on, sensory exploration
- ▶ Ex: - assembling collages
- ▶ - technology: 'robot' models



(N. Prokudina)

### STEAM, 5<sup>th</sup> grade

Task: commercial robots

Instructional format:

- ~ video of robot applications
- ~ sample 3 - D construction templates
- ~ sketch schematic illustration of automobile robots

Product:

- > Assemble virtual robot



# Rotational Options: 'teacher – directed' (*guide*)

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- Implement this combination of 'stations' to maximize hybrid instruction:
- Teacher – directed 'procedure'  
(whole group)
- 1 ~ open lesson
- 2 ~ model concept, principles
- 3 ~ guided practice ('together')
- 4 ~ questioning
- 5 ~ independent tasks ('reinforcement')
- 6 ~ collect data



1<sup>st</sup> grade: 'CVC words'

(F.J. Brown, Huff Post )



3<sup>rd</sup> grade: 'drawing dinosaurs'

(WavebreakMedia,Ltd.)

## Rotational Options: 'Collaborative' (mentor)

### Collaborative 'procedure'

- 1 ~ arrange multiple clusters across room
- 2 ~ assign students by skills, preferences
- 3 ~ differentiate subject – based tasks
- 4 ~ promote peer interaction / problem solving
- 5 ~ stress critical thinking / creativity
- 6 ~ facilitate learning, manage pacing
- 7 ~ assess progress daily



5<sup>th</sup> grade: 'ecology'

(S. Nissen)



2<sup>nd</sup> grade: 'addition'

(Help.Zearn.org)

## Rotational Options: 'computers (tutor)

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- 1/ separate computers into specific location
- 2/ employ commercial, subject – based resources
- 3/ assign students to varied skill levels  
(remedial – mastery)
- 4/ align lessons with home – based distance learning activities
- 5/ implement multi – layered assessment options to monitor / adjust performance goals  
(exit slips, rubrics, weekly self – evaluations)
- 6/ offer personalized feedback



(C. Yeluet, 123rf.com)



(Prasit Rodphan, 123rf.com)