

Blended Learning In Elementary: How Do I Start?

Presented By Claire Cummings
CUE-Nevada State Conference 2016
blendedlearningideas.com

Notes

Math - 70 minutes

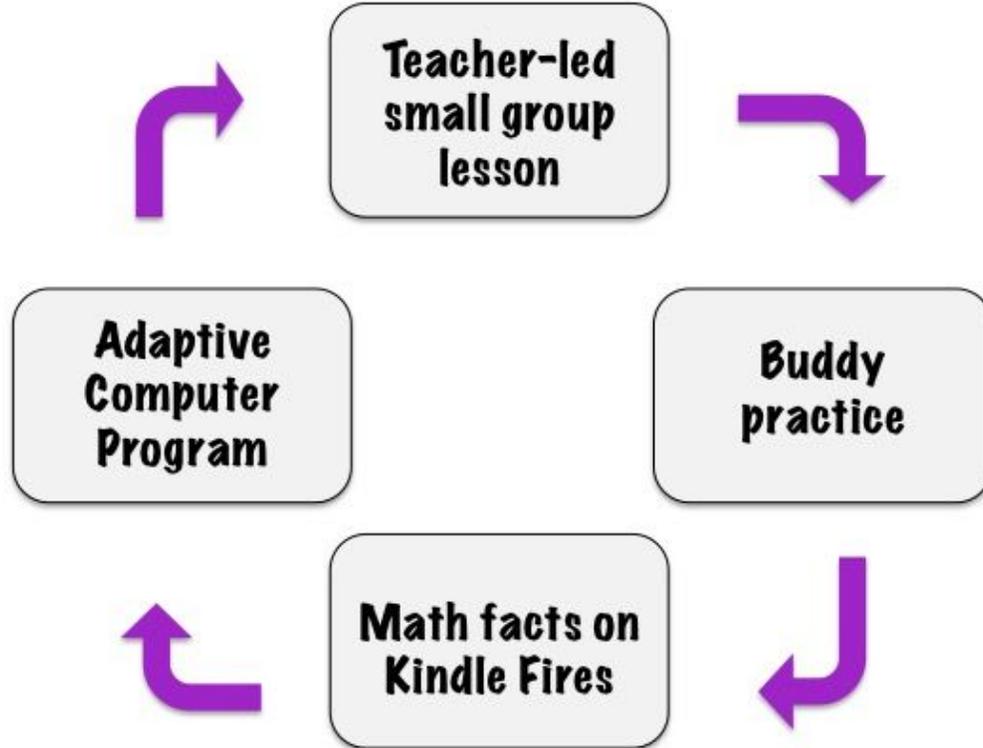
9:15-9:25	"I do" direct Instruction/modeling (whole group)
9:25-9:35	"We do" guided practice (whole group)
9:35-9:40	Quick check (whole group)
9:40-10:05	"You do" independent practice (pull small group of students who failed quick check while other students practice on own)
10:05-10:15	Final exit ticket/closure (whole group)



Math - 70 minutes

9:10-9:15 — Whole Group Introduction <i>Introduce objective and review behavior and work expectations.</i>				
	Teacher	Buddy Practice	Math Facts	Computers
#1 (9:15-9:30)	<i>On Grade Level #1 (Hackers)</i>	<i>Above Level (Engineers)</i>	<i>Below Level (Scientists)</i>	<i>On Grade Level #2 (Doctors)</i>
#2 (9:30-9:45)	<i>On Grade Level #2 (Doctors)</i>	<i>On Grade Level #1 (Hackers)</i>	<i>Above Level (Engineers)</i>	<i>Below Level (Scientists)</i>
#3 (9:45-10:00)	<i>Below Level (Scientists)</i>	<i>On Grade Level #2 (Doctors)</i>	<i>On Grade Level #1 (Hackers)</i>	<i>Above Level (Engineers)</i>
#4 (10:00-10:15)	<i>Above Level (Engineers)</i>	<i>Below Level (Scientists)</i>	<i>On Grade Level #2 (Doctors)</i>	<i>On Grade Level #1 (Hackers)</i>
10:15-10:20 — Whole Group Closure <i>Check problem set from buddy practice and assign homework.</i>				

Blending The Math Block



Teacher-led small group lesson—When students arrive at the table, they typically have a Do Now waiting for them. It's two review problems in a sheet protector that can then be reused with each group. After the Do Now, I start the lesson. First, I introduce the objective and do some modeling or questioning or give the students a task, depending on the topic. Then, we do a few guided practice problems together. Some groups receive more problems and others fewer depending on their level and the amount of scaffolding or review I need to do. I close this lesson by reviewing the objective and handing each student a problem set worksheet that they will complete in the next station with a partner. Any student who shows up late or does not understand the lesson at the end of a session can stay for the next group where they hear the lesson again. Lessons are differentiated based on the level of the group. The groups that are below grade level use more manipulatives and are provided more guidance than the on-grade level groups. The below-grade-level groups may also receive fewer problems or a few review problems as scaffolding. On-grade-level groups receive a typical gradual release model lesson (I do, you do) which may go at a quicker pace depending on their understanding of the topic.

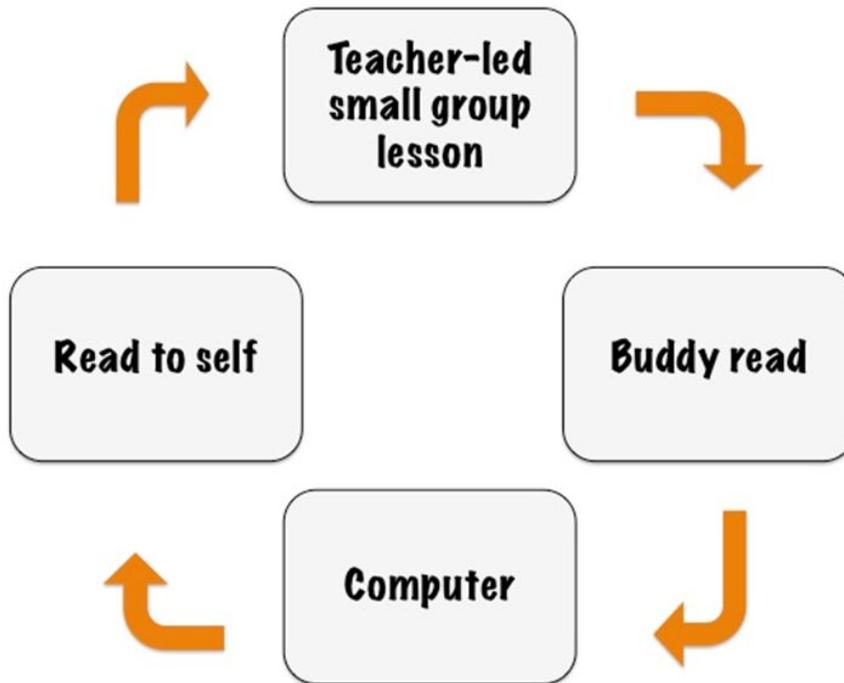
Buddy Practice —After students visit the teacher table, they move to the practice center with a problem set from today's lesson. They may work in pairs or independently to complete this practice (you do together, you do). They hold onto the problem set until the end of our rotations so that we can check it as a class and correct any misunderstandings. If students get done early, they get a Kindle and a partner and begin the math facts center. One group does have to start at buddy practice, but I can't always guarantee that they will know how to do the problems. So, that group — the most advanced students — receive the day's lesson from me through a ShowMe video. Each morning before school begins, I record that day's lesson on the iPad app.

During the first station, the advanced students listen and watch the lesson by plugging headphones into a listening station box that is then attached to the iPad. After listening to my electronic lesson, they work together to complete a set of practice problems that we go over together at the teacher-led small group station. This group is so independent that they are able to basically teach themselves. This really frees up time for me to guide the other students who need more support. (BONUS: Recording on the iPad allows me to rehearse my lesson each day as well).

Math Facts — After finishing the practice sheet, students get a Kindle Fire with a partner and practice their math facts using one of several apps. I've found that students enjoyed this practice much more than the paper flash cards. The below grade level group starts at this center because they need the most practice in their math facts. When the on-grade-level and advanced groups finish with their practice center, they also get a Kindle and begin the math facts center immediately.

Adaptive Computer Program — Next, students make their way to the adaptive computer program. Last year, I was only given 5 licenses for the paid site Dreambox. So while some students used that, others were on free sites like Frontrow, Moby Max, and Sumdog. These are all adaptive programs that provide students practice at their individual level. Students who are advanced have accounts on Khan Academy where they guide their own learning of math concepts above grade level. Luckily this year we will have one program (iReady) for all students so this will be a much easier to manage.

Blending The Reading Block



Teacher: Before the rotations begin, all students are assigned a few pages to read from a grade level text. We have used the novels *Search For Delicious* and *Phantom Tollbooth* for literature and the social studies book and FOSS kit texts for informational text. The first group at the table is the lowest group as they are not able to read the text independently. The teacher reads the text for them and they respond orally more than other groups. All other groups are expected to read the text on their own before their turn at the table. The objectives are derived from grade level standards and taught through the common text using gradual release (I do, we do). However, the advanced group may be asked to read another article or be assigned an additional task to do on the computer related to the objective.

Buddy Reading/Writing: After the teacher table, students move to buddy reading/writing. On most days, this is where they practice today's objective (or one they need to practice) in a text at their own level. On some days, students work on visualization. While one student is reading from their book, the other student is visualizing the story by drawing on a white board. If students are buddy writing, they create poems, raps, songs, and plays they eventually perform for the class.

Computers: Students work on an adaptive reading program like Lexia, iReady, or MobyMax. These programs know the student's level in reading and start their practice at that level. This helps students fill gaps in their previous learning. Once students pass levels, they put up a sticker on our Lexia board and receive a printed certificate.

Read to Self: Students practice the day's skill taught in the reading lesson in a book they are reading at their own level (you do).

NOTE: If you have a lot of technology, you can make the Buddy Read station a Google Classroom station where students complete their practice online.

Reading - 110 minutes

9:05-9:10 — Whole Group Vocabulary				
	Teacher	Buddy Read	Computer <input type="checkbox"/>	Read To Self
#1 (9:10-9:30)	<i>Below Level (Lawyers)</i>	<i>On Grade Level #2 (Authors)</i>	<i>On Grade Level #1 (Teachers)</i>	<i>Above Level (Reporters)</i>
#2 (9:30-9:50)	<i>Above Level (Reporters)</i>	<i>Below Level (Lawyers)</i>	<i>On Grade Level #2 (Authors)</i>	<i>On Grade Level #1 (Teachers)</i>
#3 (9:50-10:10)	<i>On Grade Level #1 (Teachers)</i>	<i>Above Level (Reporters)</i>	<i>Below Level (Lawyers)</i>	<i>On Grade Level #2 (Authors)</i>
#4 (10:10-10:30)	<i>On Grade Level #2 (Authors)</i>	<i>On Grade Level #1 (Teachers)</i>	<i>Above Level (Reporters)</i>	<i>Below Level (Lawyers)</i>
10:30-10:35 — Whole Group Foundational Skills 10:35-10:55 — Whole Group Complex Text				

About Claire Cummings

Claire Cummings is a third grade teacher at DL Dusty Dickens Elementary School in North Las Vegas. This is her seventh year in the Clark County School District where she also taught 4th and 5th grade and worked as a Performance Zone Instructional Coach. Claire also serves as an internal coach for the Positive Behavior Interventions and Supports team at Dickens and will be a course instructor for RPDP this fall. She has endorsements in both TESL and computer applications and a master's in curriculum and instruction from UNLV.



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Blendedlearningideas.com

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