

Grade Band

Pre-K-2



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PERSONALIZED LEARNING

Instructional Example:

Design a model water tower that is able to hold one cup of water

Essential Question:

Is there a reliable source of safe drinking water?

Competency Codes Addressed:

Science: SCI.PS.P.1.1

History, Govt, Social Studies: HGSS.P.1.1

English Language Arts: ELA.P.1.2

Social-Emotional Character Development (SECD): SECD.P.1.4, SECD.P.2.4, SECD.P.3.2

Elements of High-Quality Instruction

- Evidence-based instructional modes, strategies and activities.
- Relationships to make learning relevant.
- Engage students in the co-creation.
- Utilizes a variety of instructional and digital tools to monitor.
- Facilitate social emotional and character development.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Understand active listening.
- Identify and demonstrate problem-solving processes.
- Demonstrate the ability to listen to others.

Elements of Collaboration

- **Math:** Make sense of problems and persevere in solving them.
- **Math:** Classifying and interpreting data within multiple categories.
- **ELA:** Draw/dictate/write informative text on the positive outcomes of the drinkable water within the population.
- **HGSS:** Use of maps.

Possible Collaboration Partners

- City water department.
- Kansas Water Resource Department.
- Experts for this learning experience may include family members who work in these departments.

Workflow (*Milestones of Learning*)

- Usage of keywords and vocabulary.
- Accurate responses to the guiding questions.
- Display their sketches and written responses (informative text) in their field journals on an online platform.

Showcase of Student Learning (*End Product*)

A model water tower that can hold a cup of water.

Accommodation/Modification

Considerations (*per KSDE guidance*)

AAs you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment

Think about how you will have students work through this project and if they will use the Design Thinking process. Teachers consider putting students in small groups or partners in order to complete this project.

Hybrid Learning Environment

Consider giving parents advance notice that the student might need access to STEAM materials (cardboard, Lincoln logs, legos, etc.). Think about what needs to be taught when the students are in the face-to-face environment and what background knowledge they will need in order to be successful in the work that needs to be completed at home. Consider sending home appropriate information for parents to be engaged as co-teachers.

Remote Learning Environment

Consider giving parents advance notice that the student might need access to STEAM materials (cardboard, Lincoln logs, legos, etc.) in order for students to complete the project at home. Think about how you will engage parents as co-teachers. Consider how you will provide appropriate information to students. Consider having students think about where they get drinking water from while at home, and if they know it is clean. Think about asking questions such as "How do we know our water is clean?"

NATURE-BASED OUTDOOR CLASSROOM

Instructional Example:

Locomotor and Manipulative Lesson

Essential Question:

Can I maintain balance while moving around an object?

Competency Codes Addressed:

Music: MUS.P 1.1, MUS.P 3.1, MUS.P 3.2, MUS.P 3.3, MUS.P 5.1, MUS.P 5.2, MUS.P 5.3, MUS.P 5.4,

Visual Arts: VA.P 1.2

SECD: SECD.P 1.2, SECD.P 1.4, SECD.P 2.1,

SECD.P 4.4, SECD.P 6.4, SECD.P 6.5, SECD.P 6.6

Physical Education (PE): PE.P 3.1, PE.P 1.1

Health: H.P 4.1, H.P.4.5, H.P 4.10

Elements of High-Quality Instruction

- Student discovery
- Modeled practice by the teacher
- Appropriate use of materials
- Choice Board of objects and movements
- Exit tickets (verbal/chalkboard/hand signals)
- Collaborative strategies

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Responsible decision-making
- Compassion
- Respect (taking turn, sharing)
- Self care
- Coping skills
- Team work
- Problem-solving
- Regulation strategies

- Perseverance

Elements of Collaboration

- **Music:** Students demonstrate body levels (high/tall, mid, low) to music. Students also move using comparatives (fast/slow, short/long sounds, loud/quiet, etc.) Individually or with a partner, sing (or listen) and perform locomotor “copycat” movement to “Rise, Sally Rise.”
- **Pre-K:** Practice balancing on a balance beam in the classroom or during recess activities.
- **Counselors:** Students learn about personal boundaries and personal bubbles.
- **Library:** Students read their books outside while sitting/balancing on their knees, one foot, sitting on a wall, yoga block or any other rocking flexible seating.
- **Computer:** Create a bitmoji playing with the hoop.
- **Art:** Place the hoop on the ground and draw everything you see inside. Hold up the hoop and draw everything you see inside.
- **Science:** Study kinesthetic movement (how the body moves).
- **Social Studies:** Research history of hoop games on the internet. Compare original hoops and games with current uses.

Possible Collaboration Partners

- Families/caregivers
- PE, art, music, library, computer and science and social studies teachers
- Community leaders

- Speech language pathologist
- SPED teachers
- ELL teachers
- Counselors
- Social workers, aids, paraprofessionals
- Reading specialists
- Administration

Workflow (*Milestones of Learning*)

- Teacher may act as a facilitator as students move through the lesson.
- Students may work individually in self space.
- Students could practice teacher-led locomotor skill around their object while maintaining balance (i.e., jumping, leaping, hopping, galloping, skipping, etc.).
- Students might explore other ways to move safely around their object.

Showcase of Student Learning (*End Product*)

- Video or photographs
- Reflection drawing or writing
- Slideshow
- Diagram of body movements
- Bitmojis

Accommodations/Modifications Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students require

additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment

Follow the workflow. Students can use nontechnology and/or technology tools for the end product. This can be done in any outdoor or indoor setting. Students should maintain a safe working distance from their peers.

Hybrid Learning Environment

Follow the workflow. Teachers could introduce the essential question, assignment and examples to students face to face or by using an online platform. Teachers might observe students face to face, virtually or using another communication format, such as conducting a porch visit. Consider sending home what was covered in the classroom so caregivers can provide proper support and have necessary background knowledge. Students may share their learning in-person, virtually or by another communication form, such as an alternative choice board for home

setting.

Remote Learning Environment

Follow the workflow. Teachers could introduce the essential question, assignment and examples to students by using an online platform, conducting a porch visit or phone call. Teachers might observe students virtually or by using another communication format, such as conducting a porch visit. Students may share their learning virtually with their caregiver or another relative or by another communication form, such as a choice board for a home setting.

CO-TEACHING

Instructional Example:

Compare/Contrast

Essential Question:

How are super storms similar and different?

Competency Codes Addressed:

English Language Arts: ELA.P 2.1, ELA.P.2.2, ELA.P. 3.1, ELA.P.3.2

History, Government, Social Studies: HGSS.P. 1.1

Science: SCI.ESS.P 3.3

SECD: SECD.P 1.1, SECD.P 1.2, SECD.P 1.4,

SECD.P 5.2

Elements of High-Quality Instruction

- The students will compare/contrast storms by reading texts, using pictographs/photographs.
- Observe and gather information about weather patterns.
- Talking and listening to others.
- Students read and explore super storms in order to compare/contrast big ideas.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Reflection
- Decision-making and problem-solving
- Self-awareness
- Self-management
- Social awareness
- Interpersonal skills

Elements of Collaboration

- ELA
- HGSS
- Science

Possible Collaboration Partners

- Families
- Specialists
- Grade-level team teacher
- Multi-age grade level teacher

Workflow (*Milestones of Learning*)

- Determine learning competency.
- Determine co-teaching model to match learning needs/competencies.
- Determine planning roles and actions, materials, facilitation of classroom management and delivery of content.
- Determine accommodations/ differentiation techniques and actions.
- Implement delivery of lesson (direct instruction, guided and independent practice, formative assessment processes, closure).
- Reflect following lesson delivery, take notes, modify and adjust for future.

Showcase of Student Learning (*End Product*)

- Student work samples.
- Student-to-student discussions and/or student-to-teacher discussions.
- Teacher observations of student-demonstrated learning.
- Online learning platforms.

Accommodations/Modifications Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-

level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment Considerations

Consider using the different methods of co-teaching. Think about where each teacher's strengths are, and how they can be best utilized. Consider how students respond to the two teachers working together and if that might affect how you group students as they work.

Hybrid Learning Environment Considerations

Think about assigning one teacher to the face-to-face classroom duties and the other teacher to the online learning duties or an even split of both. Consider how much information from books and other materials

may need to be done in a face-to-face format so students can be successful in their work that needs to be completed at home.

Remote Learning Environment Considerations

Both teachers are working remotely in whole groups and/or small groups. Consider having students watch or listen to the weather forecast. Teachers might send home age-appropriate text, infographics and pictures for students to learn about different super storms.

SMALL-GROUP INSTRUCTION

Instructional Example:

Letter Writing/Formation

Essential Questions:

Can the student form capital and lowercase letters correctly, starting at the top?

Competency Codes Addressed:

English Language Arts: ELA.P 1.1; ELA.P 1.2;

ELA.P 2.1; ELA.P 2.2; ELA.P 3.1; ELA.P 3.5

History, Government, Social Studies: HGSS.P 2.1; HGSS.P 2.2

Math: MATH.P 1.1; MATH.P 1.2; MATH.P 1.3

Science: SCI.P 1.1; SCI.P 1.2; SCI.P 1.4; SCI.P 2.1; SCI.P 2.3

SECD: SECD.P 1.3; SECD.P 3.1; SECD.P 2.3;

SECD.P 2.4; SECD.P 2.7; SECD.P 4.4; SECD.P 3.2;

SECD.P 3.3; SECD.P 3.4; SECD.P 3.6; SECD.P 6.5

PE: PE.P 1.1; PE.P 2.1; PE.P 2.2; PE.P 3.1; PE.P 5.1

Visual Arts: VA.P 1.1

Music: MUS.P 1.1

Elements of High-Quality Instruction

- Teacher acts as facilitator as a small group (3-5) students move through the lesson.
- Students work individually in self space.
- Students will practice teacher instructed writing.
- Students will utilize writing materials in the room during free choice time

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Responsible decision-making
- Compassion
- Respect (taking turn, sharing)
- Self care
- Coping skills

- Team work
- Problem-solving
- Regulation strategies

Elements of Collaboration

- **PE:** Relay activity letter sort activity. Students perform different locomotor activities across the area and select a note card that is face down. Bring it back to their group and sort by capital and lowercase. Could use other manipulative skills, such as soccer or basketball dribble as well.
- **Music:** Students may demonstrate singing different songs based on the first letter of the title. (Ex: "My Bonnie Lies Over the Ocean" for letter B). They may also use body percussion to perform the rhythm if singing is not a consideration. Another possibility for implementation would be either standing up or sitting down in a chair for every word starting with the letter B.
- **Pre-K:** Have a variety of writing materials (sticky notes, chalkboards, whiteboards, clipboards, journals, stencils, golf pencils, colored pencils, and markers), with various types and sizes of paper throughout the classroom.
- **Counselors:** Students may use the letters and recognize feelings/emotions they might feel. They exhibit self awareness by using the letters to exhibit items they enjoy, dislike, and their favorites.
- **Library:** Using the book "Alphabet Rescue," students will learn about the importance of capital and lowercase letters. They will

then practice writing their names and other words using capitals and lowercase letters, focusing on correct formation and starting at the top.

- **Computer:** Students will use a touch screen device with an app such as "Talking Shapes," "Touch and Write," "Letter School," etc., to practice writing capital and lowercase letters starting at the top.
- **Art:** Show students pop art that includes letters. Draw a picture using letters as subject.
- **Social Studies:** Take a walk to explore all the ways letters are used in community. Point out letters in Environmental Print.

Possible Collaboration Partners

- Families/caregivers
- Classroom teachers
- PE, art, music, library, computer and science and social studies teachers
- Community leaders
- Volunteers
- Speech language pathologist
- Special education teachers
- ELL teachers
- Counselors
- Social workers, aids, paraprofessionals
- Other staff members
- Reading specialists
- Administration

Workflow (*Milestones of Learning*)

- Appropriate use of materials
- Checklist
- Exit tickets (verbal/chalkboard/hand signals)
- Kagan structures

Showcase of Student Learning (*End Product*)

- Student portfolios
- Work samples
- Photos/videos of student work

Accommodations/Modifications Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

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Learning Environment Considerations

On-Site Learning Environment

Consider different ways you might have students practice letter formations besides paper/pencil and how you can involve all cross-curricular teaching partners.

Hybrid Learning Environment

Teachers think about what needs to be taught while students are face to face and what they can work on at home. Consider providing instructional examples to send home so parents can help support student learning in an appropriate manner. Think about household items (Play-Doh, shaving cream, sidewalk chalk, etc.) that students could use to practice their letter formations. Students can share their at-home learning when they are in the face-to-face environment, via pictures/videos, or to their parents.

Remote Learning Environment

Consider allowing use of different household items in order for students to practice letter formation. Consider providing instructional examples to send home so parents can help support student learning in an appropriate manner. Think about how you can include parents as co-teachers during this time in order to provide correct instruction to students as they learn how to form letters. Students can share their at-home learning when they are in the face-to-face environment, via pictures/videos or to their parents.



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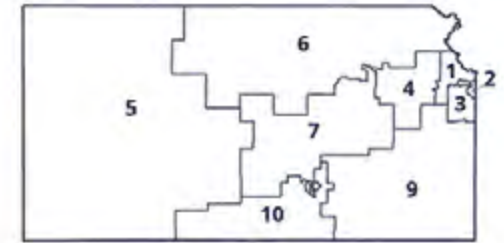


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