

# Blended Instruction In Grand Rapids Public Schools

DRAFT

## Station 1

### Base Disciplinary Literacy Teacher

#### Characterized by:

- An engaging, rigorous, and relevant learning task allows students to investigate and conceptualize the BIG Ideas of unit or concept.
- This task is consistent with the Institute for Learning's Disciplinary Literacy Principles and allows for multiple entry points, use of talk to extend understanding and the building of background and procedural knowledge.

#### Importance based on research:

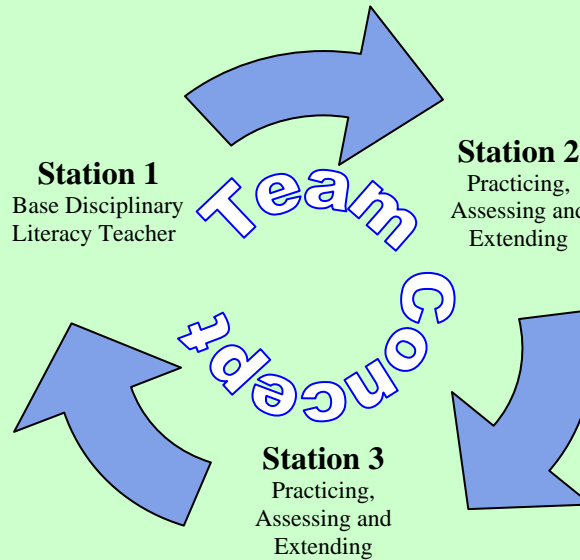
- Learning is a social construct.
- Students construct, elaborate and build on each others' knowledge.
- Thinking is made public allowing teachers to informally assess students' understandings and misconceptions.
- The conceptual base constructed allows students to formulate a mental model connecting learning that will come in the next days of the cycle.

#### Students will:

- Engage in a Disciplinary Literacy task individually, in small groups or whole-group.
- Investigate and use prior knowledge to construct meaning.
- Explore, investigate and discuss to make connections.

#### Adults will:

- Identify and clarify learning objectives.
- Facilitate discussions, assess students, and use questions to advance student thinking; group students for discussion/tasks.
- Build background knowledge related to key concepts and learning objectives.
- Intervene on behalf of struggling students by providing scaffolding and additional support.
- Give feedback on work and discussions.



**A team of people work collaboratively to facilitate the learning of students by setting goals, assessing and sharing student progress, providing meaningful feedback and intervening on behalf of students.**

## Stations 2 & 3

### Practicing, Assessing and Extending

#### Characterized by:

- The continuation of building and solidifying vocabulary and the key concepts developed during the task in which they engaged during Station 1.
- Introduction or extension learning either online or face to face.
- Multiple opportunities for students to practice, receive assistance, and succeed.

#### Importance based on research:

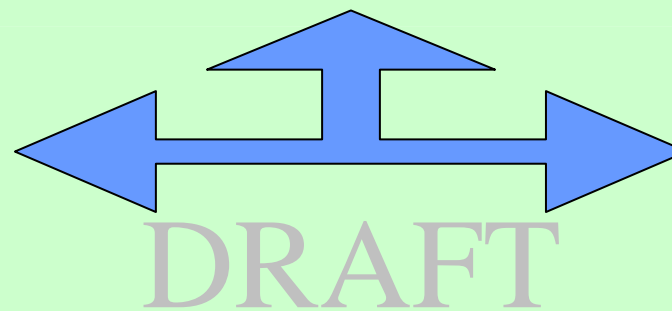
- Students learn best when they monitor their own learning, receive rapid and real time feedback, socialize their intelligence, and have multiple ways to learn content.
- Prior knowledge and vocabulary learned during Station 1 instruction supports the reading of expository text, and independent or teacher supported learning.

#### Students will:

- Work through a variety of instructional modes ranging from individual to whole group discussion, utilizing a variety of resources, including technology, hands on manipulatives, labs, print materials, research, and digital communication.
- Use technology based applications, manipulatives, computer modules and projects to further solidify knowledge.
- Practice, assess, and extend learning.

#### Adults will:

- Facilitate learning individually or in groups; face to face or electronically.
- Intervene on behalf of struggling students by providing scaffolding and additional support.
- Give feedback on work and discussions.
- Group students for discussions and tasks.
- Help students with technical issues.
- Monitor student behavior.



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Station 1	Stations 2 and 3
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<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Engage in a Disciplinary Literacy task individually, in small groups or whole-group.</li> <li>• Investigate and use prior knowledge to construct meaning.</li> <li>• Explore, investigate and discuss to make connections.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Work through a variety of instructional modes ranging from individual to whole group discussion, utilizing a variety of resources, including technology, hands on manipulatives, labs, print materials, research, and digital communication.</li> <li>• Use technology based applications, manipulatives, computer modules and projects to further solidify knowledge.</li> <li>• Practice, assess, and extend learning.</li> </ul>
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Notes: