|  |  |  |  |
| --- | --- | --- | --- |
| **K-1 Self-Directed Learning (SDL), Phase 1:** Execution   * **Kindergarten:** August – October * **1st Grade:** August – October | | | |
| **K-1 SDL Purpose** | To develop **scholars’** **self motivation and** **executive functioning skills** To build **AF Greenfield Habits** in scholars  To extend learning by providing **practice opportunities with content** To provide opportunities for **targeted intervention** | | |
| **SDL, Phase 1 Structure (50 Minutes)** | | **Key Expectations & Scholar Look Fors** | **Teacher Roles & Facilitation Look Fors** |
| Launch: Pre-SDL instruction (on carpet, 4 minutes)   * Ideally, transition from previous activity with High Heart Rate * Lead engages scholars in a review mini-lesson on 1 center (either a center of concern based on previous day’s/week’s SDL block or a center with new materials and/or new directions)   + Scholar(s) role play appropriate behavior in focus center   + Lead facilitates quick reflection on role play * Lead directs scholars to SDL rotation chart projected on screen * If necessary (at beginning of week), Lead reminds scholars of weekly focus Humanities text(s) for Dramatic Play, and reminds scholars if using science journals or online playlists in Science (if journals, reminds scholars of guiding question, also posted) * Lead puts on soft music to dismiss scholars to centers, sets timer   Transition to first center rotation (1 minute)   * All teachers (Lead & Instructors) narrate scholars (“James is walking with quiet feet”) and circulate around assigned centers * All teachers ensure that scholars are on task and working at their assigned centers; Instructor 2 assists with any computer issues * Scholars walk with calm feet to first center rotation, sit down at designated spots, and start working right away (within 1 minute)   During center rotations (2 rotations, 20 minutes each)   * Scholars are working continuously on center activities * All teachers gather diagnostic information about scholars at centers using the RDT method (Lead leads mini-lessons at Blocks Center on Mondays and Thursdays, Instructor 1 starts at Word Work Center on Mondays) * Lead tells scholars there is 1 minute before transition   Transitions between centers and to carpet (1 minute each x 2)   * Lead puts on soft music while scholars transition with calm feet * All teachers narrate scholars, circulate around assigned centers * All teachers ensure that scholars are on task and working at their assigned centers; Instructor 2 assists with any computer issues   Closing: Post-SDL reflection (on carpet, 3 minutes)   * Lead facilitates reflection on focus center discussed pre-SDL * Lead asks Instructors and scholars for any individual shout outs | | * **Scholar Habits strong during transitions**   + 100% of scholars in SLANT and tracking on carpet pre-SDL   + Transition from carpet to centers takes less than 1 minute   + Music playing during transitions from carpet to centers, between centers, and from centers back to carpet   + Scholars move with quiet, calm walking feet to their centers and take seats in designated spots when they get to centers   + Transitions between centers take no more than 1 minute   + Scholars are focused and working at centers in whisper voices within 1 minute of transitioning to new centers   + No scholars are waiting at center for a teacher (except Blocks on Mondays/Thursdays, Word Work on Mondays)   + Scholars begin cleaning up centers immediately after Lead announces it and are cleaned up within 1 minute   + 100% of scholars in SLANT and tracking on carpet post-SDL * **Building toward increased independence in centers**   + If stuck, all scholars read the directions and/or reference the visual anchor at least 3 times before asking someone else   + If still stuck, scholars ask another scholar at the center for help before raising a hand to ask a teacher * **Classroom centers set up effectively for SDL**   + All materials needed for centers are prepared, organized, and accessible to scholars before the SDL block begins     - Extra copies of all “rinse and repeat” templates and extra sharpened pencils/crayons for Blocks, Dramatic Play, Word Work, Reading, Science     - Relevant text(s), role cards, and props for Dramatic Play     - Buddy reading book bins for Reading     - Magnetic letters/letter stamps/letter tiles, vocab cards, sight word bingo games, word sorts for Word Work     - Guiding question and hands-on materials for Science     - Cards with scholar log-on info at Computers, if needed   + Visual anchors posted at centers:     - “What To Do” anchor chart with pictures showing step-by-step directions for each center     - Exemplar scholar work (e.g., sample science journal) | Lead teacher responsibilities   * Facilitate group instruction/reflection pre- and post-SDL block * Own Blocks Center   + Launch weekly mini lessons on Mon/Tues/Wed (10 min)   + Conduct weekly “Block Talk” on Thurs/Fri (10 min)   + RDT diagnostic data gathering (3-5 notes per rotation) * Own Dramatic Play Center   + Reminds scholars of focus Humanities text(s) pre-SDL   + RDT diagnostic data gathering (3-5 notes per rotation)   Instructor 1 responsibilities   * Own Word Work Center   + Start at center and remind scholars of weekly vocab and/or sight words on Mon/Tues/Wed (5 min)   + RDT diagnostic data gathering (3-5 notes per rotation) * Own Reading Center   + RDT diagnostic data gathering (3-5 notes per rotation)   Instructor 2 responsibilities   * Own Computer Center   + Troubleshoots log on issues for first 2 min of rotation * Own Science Center   + RDT diagnostic data gathering (3-5 notes per rotation)   General teacher look fors during SDL, Phase 1   * Check-ins during transitions are fast, and teachers maintain “head above water” visual contact with assigned centers * Teachers carry a pen in hand and a clipboard with the following:   + SDL interactions tool for RDT diagnostic data gathering   + Smiley face feedback notes to give to scholars   + Phone for taking pictures/videos of scholar work * Teachers refer scholars to visual anchors at each center when scholars do not know what to do/are not meeting expectations:   Guidelines for RDT diagnostic data gathering   * Each RDT interaction lasts approximately 3-5 minutes * Teachers facilitate 3-5 RDT interactions per center rotation; goal of 1 RDT note on each scholar in each center every other week * Teacher sits side by side with scholar (conversational tone) * Teacher starts with open-ended question to gather data on scholar (focus on GOLD objectives/GF Habits) |