

Spotlight on parent educators

Cara McCallum

Who am I?

* accidental parent
educator

* Past DVIA Connect
homeschooling parent

* a real person



Who are you?

Homeschooling
Dad or Diva
Extraordinaire!



What I believe parent educators need

- You need time to plan your kids' learning (we will touch on this)
- You need resources to create plans for your kids' learning (today's discussion)
- You need resources to guide you to teach your kids
- You need resources to give to your kids so they can know where to go for their own forages into project-driven, theme-focused, or straight subject-based learning.
- You need resources to test how much understanding they have on what they have learned.

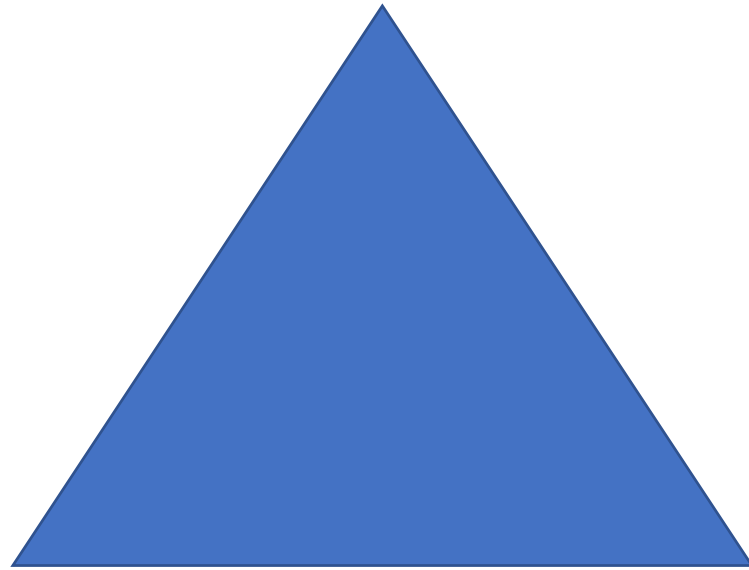
Time to Plan a Homeschooling Unit



Where to begin:

DVIA teacher's DP

Common Core
Standards



Work
Journal

Work Journal:

start with the end
in mind

WJ1HybridCore2 (1) [Compatibility Mode] - Word

Help Tell me what you want to do

View Side by Side
Synchronous Scrolling
Reset Window Position

New Window
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2018-2019 HYBRID CORE 2 Work Journal #1 of 5 (Aug 16-Sept 28)

Due to front office by 4:00pm on October 3, 2018.

Student Name: _____ Parent Name: _____ Supervising Teacher: _____

Instructions:

- 1) Use the standards below (or substitute with others of your choosing) to scaffold student learning.
- 2) List the 6 original student work samples (2 reading, 2 writing, 2 math) and be sure they include student name and date.
- 3) For any learning activities your child does daily, list them in the gray box titled "Each day we..."
- 4) Provide a brief (2-3 sentence) explanation of learning for each homeschool day. On days your child attended a full day at school, please record "At School Day."

Reading Learning Goals:

First Grade

CCSS.ELA-Literacy.RL.1.2
Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-Literacy.RL.1.3
Describe characters, settings, and major events in a story, using key details.

CCSS.ELA-LITERACY.RI.1.2
Identify the main topic and retell key details of a text.

CCSS.ELA-LITERACY.RI.1.3
Describe the connection between two individuals, events, ideas, or pieces of information in a text.

CCSS.ELA-LITERACY.RL.1.10
With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Second Grade

CCSS.ELA-LITERACY.RL.2.2
Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCSS.ELA-LITERACY.RL.2.3
Describe how characters in a story respond to major events and challenges.

CCSS.ELA-LITERACY.RI.2.2
Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

CCSS.ELA-LITERACY.RI.2.3
Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Choose one or two to start with

- Reading goal:
- CCSS.ELA-LITERACY.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

- Writing goal:
- CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Best Bang for your buck:
check in with your
child's teacher DP

- What is your child learning in the classroom?
- Do you want to repeat this topic for a deeper learning?
- Do you want to teach on another topic to expand your child's learning?
- Generally, your teacher is focusing on a common core topic

Better Bang for your buck: check in with the common core standards

2.3 Students explain governmental institutions and practices in the United States and other countries.

1. Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.
2. Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.

2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.

1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.
2. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.
3. Understand how limits on resources affect production and consumption (what to produce and what to consume).

2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).

- Can I add in another standard to create a unit that goes across subjects?
- Look carefully to see if something seems to overlap

Do a quick search

- Reading goal: recount stories, including fables and folktales from diverse cultures
- Writing goal: understand the importance of individual's actions and character and explain how heroes from long ago and the recent past have made a difference in other's lives (with a list of examples of people from the past)
- Possible search: stories about Albert Einstein for kids
- Possible search: folktale heroes books from diverse cultures for kids

- Albert Einstein search

CoolKidFacts.com navigation menu: * Cool Facts * Geography * History * Science * Animals * Human Body

Albert Einstein

You are here: Home - Albert Einstein

Albert Einstein Facts For Kids

Read our cool facts about Albert Einstein and go to our Activity section at the end to test your knowledge using our question sheets!

This was one super-smart man and is one of the most famous scientists the world has ever seen and quite possibly will ever see!



SEP 16 Find the Remarkable You!

Funny tidbit from the website:
Albert Einstein never matched his socks

- *Folktale Search

edcolliday.com/tag/folktales/

WHAT DO WE DO ALL DAY?
READ • LEARN • PLAY • LIVE

FOLKTALES

Our ongoing series of multicultural folktales from around the world features picture books for kids of all ages. Folktales are an excellent way to teach children about different cultures and traditions so they can grow up to be global citizens! You can also see an index of all our book lists on our [master list of book lists](#).

WORLD FOLKTALES for kids

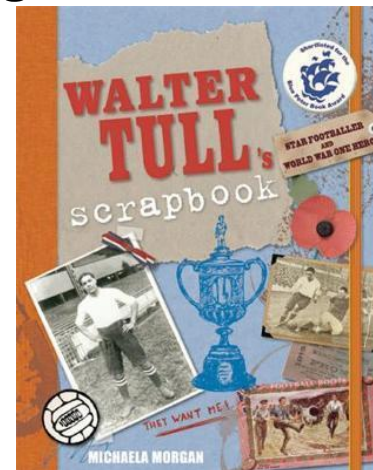
SPLENDID CHINESE FOLKTALES FOR KIDS
JANUARY 29, 2018

AFRICAN FOLKTALES FOR KIDS: 20 STUNNING PICTURE BOOKS
JULY 18, 2017

STOP THE WHINING!
SAY "YES I WANT TO UNPLUG MY KIDS!" JOIN OUR NEWSLETTER LIST AND GET TO WAITING GAMES YOUR KIDS CAN PLAY ANYTIME, ANYWHERE.
Join over 12,000 parents who subscribe to the most useful newsletter on the planet.
yes@exampl.com
[Click here to get the newsletter](#)

Hey there, I'm Erica.
I stay sane with kids through unplugged play and reading aloud for hours on end.
[learn more...](#)

Brought me to a terrific true tale of



Walter Tull,
Britain's first
black football player

Thematic units/ Project Based Learning

- Using your topic, keep in mind that you will need to produce a writing piece based on the reading, that recounts stories and looks for moral or lessons.
- You are already doing a history standard because these historical people added to their culture
- You can use this information to write your piece answering a question
- You can also do projects about socks, football, thinking, weird hair, world war 1, African American culture
- You can look at the math standards and do math problems related to your theme
- Your child can create an entire project based on this unit and present it.

Do it again

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Choose one or two to start with

- Reading goal:
- CCSS.ELA-LITERACY.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

- Writing goal:
- CCSS.ELA-LITERACY.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Best Bang for your buck:
check in with your
child's teacher DP

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Better Bang for your buck: check in with the common core standards

2. Interdependent Relationships in Ecosystems

2. Interdependent Relationships in Ecosystems		
Students who demonstrate understanding can:		
2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow. [Assessment Boundary: Assessment is limited to testing one variable at a time.]		
2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.*		
2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats. [Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.] [Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.]		
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> .		
Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Developing and Using Models Modeling in K-2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions. <ul style="list-style-type: none"> Develop a simple model based on evidence to represent a proposed object or tool. (2-LS2-2) Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in K-2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions. <ul style="list-style-type: none"> Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. (2-LS2-1) Make observations (firsthand or from media) to collect data which can be used to make comparisons. (2-LS4-1) 	LS2.A: Interdependent Relationships in Ecosystems <ul style="list-style-type: none"> Plants depend on water and light to grow. (2-LS2-1) Plants depend on animals for pollination or to move their seeds around. (2-LS2-2) LS4.D: Biodiversity and Humans <ul style="list-style-type: none"> There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1) ETS1.B: Developing Possible Solutions <ul style="list-style-type: none"> Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (secondary to 2-LS2-2) 	Cause and Effect <ul style="list-style-type: none"> Events have causes that generate observable patterns. (2-LS2-1) Structure and Function <ul style="list-style-type: none"> The shape and stability of structures of natural and designed objects are related to their function(s). (2-LS2-2)
Connections to Nature of Science Scientific Knowledge is Based on Empirical Evidence <ul style="list-style-type: none"> Scientists look for patterns and order when making observations about the world. (2-LS4-1) 		
<i>Connections to other DCIs in second grade: N/A</i> <i>Articulation of DCIs across grade-levels: K.LS1.C (2-LS2-1); K.ESS3.A (2-LS2-1); K.ETS1.A (2-LS2-2); 3.LS4.C (2-LS4-1); 3.LS4.D (2-LS4-1); 5.LS1.C (2-LS2-1); 5.LS2.A (2-LS2-2); (2-LS4-1)</i>		
<i>Common Core State Standards Connections:</i> ELA/Literacy – W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-LS2-1),(2-LS4-1) W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (2-LS2-1),(2-LS4-1) SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (2-LS2-2) Mathematics – MP.2 Reason abstractly and quantitatively. (2-LS2-1),(2-LS4-1) MP.4 Model with mathematics. (2-LS2-1),(2-LS2-2),(2-LS4-1) MP.5 Use appropriate tools strategically. (2-LS2-1) 2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems. (2-LS2-2),(2-LS4-1)		

- Can I add in another standard to create a unit that goes across subjects?
- Look carefully to see if something seems to overlap

Do a quick search

- Reading goal: describe the connection between a series of events
- Writing goal: write narratives of a event or sequence of events, including details and temporal order
- Possible search: 2nd grade investigation is sunlight needed for plants to grow
- Possible search: 2nd grade investigation animal scattering seeds

- Plant and sunlight search


Survival of a Plant

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[Print Lesson](#)

Objective

SWBAT recognize that plants need sunlight and water to grow.


Big Idea
Did you know that plants need water and sunlight to survive?



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54 teachers like this Lesson

LESSON AUTHOR



Melissa Collins
Memphis, TN

GRADE LEVEL
Second Grade

SUBJECTS
[Science](#)
[Scientific Method \(Science Skills\)](#)
[Plants](#)

TIME
45 Minutes

STANDARDS

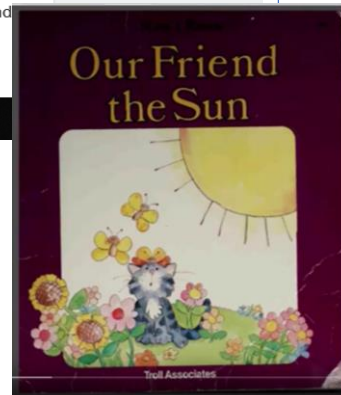
Setting the Stage

Next Generation Science Standards:

This lesson addresses NGSS standard 2.LS2-1, plan and conduct an investigation to determine if plants need sunlight and water to grow. It also focuses on science and engineering practices, planning and carrying out investigations, analyzing and interpreting data, and asking questions. This lesson is imperative because students are expected to develop an understanding of what plants need to in order to grow. Students will need to learn that plants require air, water, nutrients, and light in order to survive.

Science and Engineering Practices in NGSS:

This lesson addresses SP4: analyzing and interpreting data and SP 8 obtaining, evaluating, and communicating information. This is imperative because students use observations first hand to describe relationships in the natural and designed world in order to answer scientific questions and solve problems. In this lesson, students collect and record data at the beginning and end of their experiment. They compare the height, number of leaves, and color of the leaves.



This is an entire science experiment about plants and sunlight
I would add a reading book about this to better fulfill the reading requirement

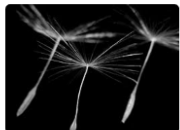
- *Spreading seeds search

Spreading Seeds Around The Forest

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[Print Lesson](#)

Objective

SWBAT identify at least 3 ways that seeds are spread through the forest environment



Big Idea
New trees, new plants, new flowers spring up all over the forest habitat. How and why do they spring up where they are?

Teacher Background

This lesson is a background lesson. Students need to know how seeds are spread before they can create a model for spreading seeds as indicated by 2 -LS -2-2. In this lesson students mimic some of the ways that seeds are spread so they can better understand how seeds travel from the parent plant to new plants.

Seeds can be spread away from the parent plant by a variety of methods. One way is gravity, where a fruit, such as an apple falls to the ground when it becomes ripe. The fruit, left on its own will rot and the seeds have a chance to take root and start a new tree.


Another way is via animal transport. Here an animal's fur, mucous glands, or certain specific spikes or other parts of the body attract the seeds and as the animal travels, the seeds are carried away from the parent plant and deposited in a new setting.

Water is another means of transport, especially for plants living in or near the water. Their seeds can be carried on the current and deposited along the shore.

SHARE

10 teachers like this Lesson

LESSON AUTHOR



Beth McKenna
York, ME

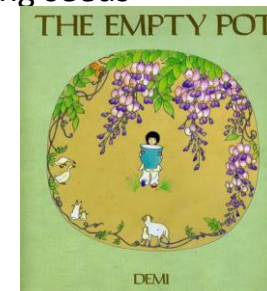
GRADE LEVEL
Second Grade

SUBJECTS
[Science](#)
[Forest](#)
[Ecosystem](#)

TIME
75 Minutes

STANDARDS
[W.2.3](#) [2-LS2-2](#)
[SP2](#) [SP8](#)

This is an entire experiment about scattering seeds
Again, I might add a reading book to this to help fulfill the reading requirement



Thematic units/ Project Based Learning

- Using your topic, keep in mind that you will need to produce a writing piece based on the reading, so look for the series of events in the scientific based book (what happened first, second, third)
- You are already doing a science standard because of your science topics
- You can use your child's science experiment as your writing piece, ensuring that the child writes up the narrative of their experience using temporal language and details of what they accomplished, with their findings as the closure of their writing
- Your child can create an entire project based on this unit and present it.

Some last thoughts!



What I wish I knew day one of homeschooling

- Parent, you are awesome! Don't forget how much you are building up your child for the future in many ways!
- Collaboration is great! Consider adding another parent or two to co-op for a couple of hours. Each parent teaches one or two subjects and the kids have playmates.
- Steal ideas from the internet. Please do not try to remake the wheel, at least not for every subject.
- Spelling, grammar, vocabulary, and writing/ typing are a necessity. Block out time regularly, even 15 minutes a day, to give your child these basics.
- You rock! Thank you for coming.