

THE FLIPPED LEARNING SERIES

flipped
learning
for
Primary
INSTRUCTION

JONATHAN BERGMANN

AARON SAMS

with

APRIL GUDENRATH



Contents

| | |
|---|-----------|
| Preface | x |
| Chapter 1 | |
| Why You Should Flip Your Class | 1 |
| Flipped Class 101 | 3 |
| The One Question | 5 |
| Beyond the Flipped Class | 7 |
| Chapter 2 | |
| Implementing Flipped Class 101 | 9 |
| Flipping Your Thinking | 10 |
| Technological Barriers of the Flipped Classroom | 12 |
| Finding the Time | 22 |
| Training Students, Parents and Yourself | 24 |
| Chapter 3 | |
| Planning for the Flipped Classroom | 27 |
| Flipping a Unit | 28 |
| Flipping a Week | 32 |
| Flipping a Day | 33 |
| Traditional Resources | 35 |

Chapter 4

Rethinking Class Time..... 39

- Individualised Instruction 40
- Differentiation..... 44
- Choice 47
- Small Group Tutorials 49
- In-Flip and Station Rotation 51
- Peer Tutoring..... 59

Chapter 5

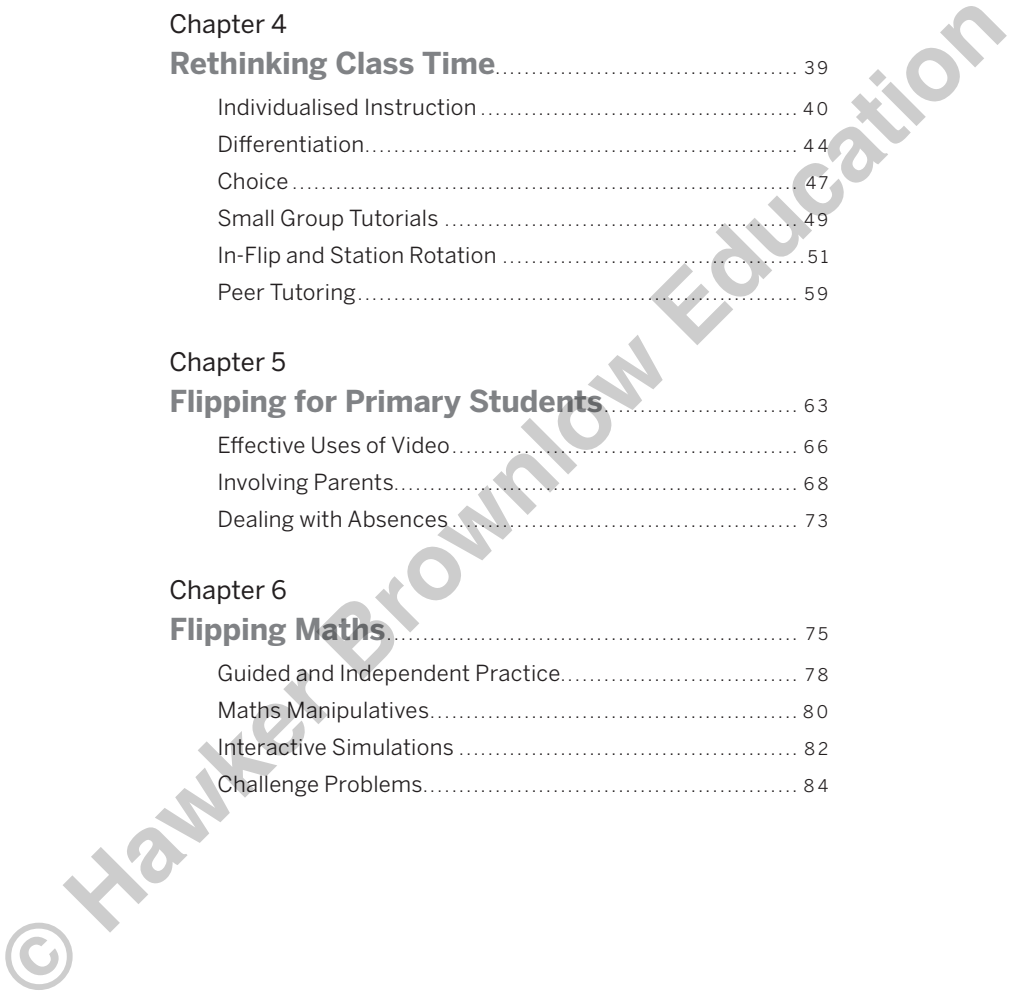
Flipping for Primary Students..... 63

- Effective Uses of Video..... 66
- Involving Parents..... 68
- Dealing with Absences..... 73

Chapter 6

Flipping Maths..... 75

- Guided and Independent Practice..... 78
- Maths Manipulatives..... 80
- Interactive Simulations 82
- Challenge Problems..... 84



Chapter 7

Flipping Other Subjects..... 87

 Flipping Science..... 88

 Flipping Humanities and Social Sciences..... 91

 Flipping English..... 95

Chapter 8

Flipped-Mastery.....107

 Mastery in the Classroom.....109

 Using Gamification for Mastery..... 111

 Making the Jump to Flipped-Mastery..... 113

Chapter 9

Projects..... 115

 Project-Based Learning (PBL)..... 118

 Student-Created Content..... 121

Chapter 10

Conclusion..... 127

References.....135

© Hawker Brownlow Education

enables her students to take a more active role in the learning process. Their interaction with the content is deeper and richer, and it encourages students to take more ownership of their learning.

Correcting Division Problems

Learning Goal:

What I Know:

What I Learned:

Proof: Check the division problems. Are the answers correct?

$$\begin{array}{r} \downarrow 193 \\ 5 \overline{)965} \\ \underline{-5} \\ 46 \\ \underline{-45} \\ 15 \end{array}$$

$$\begin{array}{r} 56 \\ 3 \overline{)168} \\ \underline{-18} \\ 18 \end{array}$$

Reflection:




FIGURE 3.4 A typical page in Angela Boratko’s interactive maths workbook. Note the QR code, which links to the flipped video that corresponds to this lesson.

Many Flipped Learning teachers have become quite innovative with their reclaimed class time. The next chapter provides several primary school examples of ways to engage students by altering class time.

| Activity | Knowledge/ Understanding- Level Activities | Application- Level Activities | Higher Order/ Hands-On Activities |
|----------|--|--|---|
| 1 | Read textbook and take notes | Worksheet (Odd questions) | Interactive Activity A |
| 2 | Watch video, take notes and interact with the video using online tools | Worksheet (Even questions) | Interactive Activity B |
| 3 | Search the learning objective online and summarise your findings | Interactive Online Simulation Meet with your teacher and explain the concepts | Student Project Design your own interactive activity that demonstrates the key point of this objective |

FIGURE 4.2 An example of a choice board that gives students the freedom to choose the activity that most appeals to them.

jointly held misconceptions. In these cases, teachers can bring those students together for a mini-tutorial at the whiteboard, and direct them as they solve the problems, while students who do not need assistance work independently. Teachers can also record these mini-help sessions, which would then give the students access to a video recording of the discussion for them to later review.