

## Pearson Online and Blended Learning + Elementary Learners

### Interactive and Individualized Instruction

During both LiveLesson sessions and independent practice, Pearson Connexus courses incorporate principles of Universal Design for Learning to meet the needs of students with a wide range of abilities, learning styles, and preferences. It provides a variety of learning activities, such as: videos, lab experiments, drag-and-drop diagrams, animations, interactive multiple-choice questions with immediate feedback to guide mastery, charts, illustrations, graphic organizers, and discussion boards.

Pearson Connexus fosters student engagement and addresses multiple learning styles by using a variety of content delivery methods, including videos, text-to-speech, interactive simulations, visual learning animations, performance-based assessments, and guided and independent practice activities.

### Learning Buddies

Course content for grades K-5 is engaging and simple to navigate for young learners. Non-readers will be accompanied throughout their lessons – with graphics, video, and audio – by Pearson Connexus’ Learning Buddies.

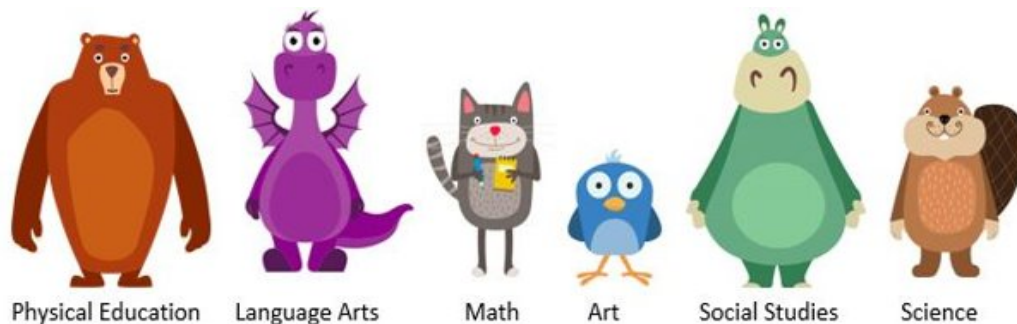


Figure 1. Pearson Connexus Learning Buddies

Learning Buddies bring lessons to life for young learners. OBL’s courses feature dynamic, engaging digital content with hands-on activities that are introduced and supported by digital content as a part of every lesson. Lessons come alive in the “Learning Buddy” activities, keeping elementary students even more engaged in the learning process. Learning Buddies guide the students through lessons, review key concepts, and encourage students to apply their new knowledge in a variety of ways.

In grades K-5 each course includes exceptional and developmentally appropriate active learning elements (including online and/or offline activities) that address diverse learning styles and preferences, including textual, visual, auditory, and/or tactile and kinesthetic. The courses also

include over 1,800 tutorials (instructional graphics/video/audio) and primary source instructional videos. These tools engage students and support their mastery of everyday skills and complex concepts.

## Use of Manipulatives

The K-5 math lessons all include a hands-on activity to be completed with a teacher or parent/guardian, who can provide household objects to use for the activities or print out teaching tools provided in the course. For example, a grade 1 math lesson may involve using 10 paper clips, and a grade 2 math lesson on telling time may use a printable analog clock. The lesson guides of any math K-5 lesson provide a list of the materials used in the hands-on activity.

## Determining Reading Level

In OBL's early elementary Language Arts curriculum, students and their parent/guardian are provided guidance on how to choose appropriately-leveled readers for independent reading using the "the Five Finger Rule"<sup>1</sup>. OBL provides parents/guardians support in the form of additional practice activities or extension activities to use with their students.

The Five Finger Rule is a quick and easy way for a student and their parent/guardian to check if a book is suitable to read on their own. Before they start, the student is asked to turn to a random page in the book and read it. For every word that they don't know, they should hold up a finger.

Students can use the following guidelines according to how many fingers they hold up:

- **0 or 1** – Probably too easy for your child.
- **2** – A good choice that will give your child a reasonable challenge and allow them to learn new words.
- **3** – Your child might need some help, but still a good choice if they're up for a challenge.
- **4** – May be too difficult for your child to read on their own. If you are on-hand to help or read along with them it can be suitable, but if they are reading on their own; choose a different book.
- **5** – Most likely a bit too advanced; try a different book.

Teachers also have the tools necessary to identify students at different literacy levels – universal screeners, course grades, and curriculum-based assessments. To support students with different literacy levels, teachers might conduct targeted LiveLesson sessions or modify lessons. They may also choose to assign students a supplemental reading program where they can get additional instruction and practice with phonemic awareness, phonics, vocabulary, reading comprehension, and fluency. Teachers are trained to monitor student performance in these programs. Finally, teachers might provide customized assessments, including synchronous fluency evaluation to gauge students' literacy levels.

Each course has a detailed list of parent- or guardian-provided materials. For example, high school geometry students are expected to purchase and use a compass.

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