

What's New in Seesaw

The Learning Experience Platform for Elementary



**High-Quality
Instruction**



**Learning
Insights**

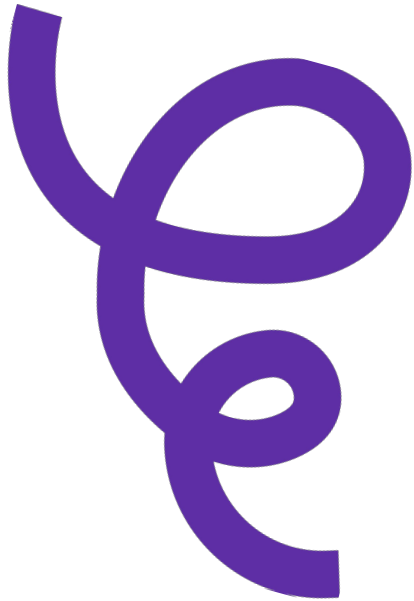


**Family
Engagement**

Objective:

Teachers will learn about the **latest Seesaw improvements** to create meaningful, joyful learning experiences.

Learning Outcomes



- **Explore the Seesaw Library**
- **Learn how to attach and grade standards**
- **Capture learning insights with formative assessment**
- **How to bulk-assign activities**
- **Use the Highlights folder to create an ongoing digital portfolio**



The Seesaw Library

Seesaw



Community Library

School Library

Seesaw Library

My Library

 **Browse by Standards & Curriculum**

Search 2nd Grade



All

PK-TK

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

Featured This Month



Lessons by Theme



Search for high-quality, standards-aligned lessons

Seesaw's Standards And Curriculum Alignment Tool

Browse the Seesaw Library based on curricula and educational standards.

Jump to the "How to Use" section.

Standards Curriculum

Standards Search

Standards

[Advanced Options](#)

Seesaw's Standards And Curriculum Alignment Tool

Browse the Seesaw Library based on curricula and educational standards.

Jump to the "How to Use" section.

Standards Curriculum

Curriculum Search

Curriculum

Standards

Grade

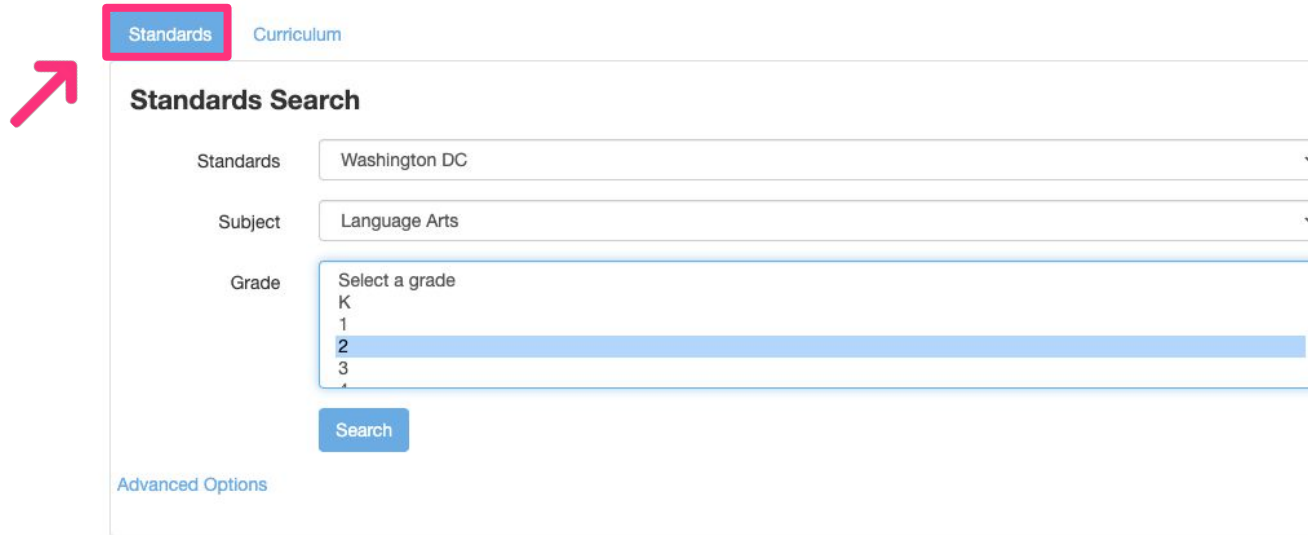
Pre K
K
1
2
^

Search by standard or curriculum

Seesaw's Standards And Curriculum Alignment Tool

Browse the Seesaw Library based on curricula and educational standards.

Jump to the ["How to Use"](#) section.



Standards Curriculum

Standards Search

Standards Washington DC

Subject Language Arts

Grade Select a grade
K
1
2
3

Search

[Advanced Options](#)



Search by standard: Select a state, subject area, and grade level

Seesaw's Standards And Curriculum Alignment Tool

Browse the Seesaw Library based on curricula and educational standards.

Jump to the "How to Use" section.

Standards Search / Search Results

Washington DC Academic Standards: Language Arts - Grade 2


DC.CC.2.RL. Reading Standards for Literature

Key Ideas and Details

2.RL.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Correlations 27
2.RL.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Correlations 1
2.RL.3. Describe how characters in a story respond to major events and challenges.	Correlations 7

Craft and Structure

2.RL.4.	Correlations 4
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Search by standard: View lessons that correlate to standards

Seesaw's Standards And Curriculum Alignment Tool

Browse the Seesaw Library based on curricula and educational standards.

Jump to the ["How to Use"](#) section.

Standards **Curriculum**

Curriculum Search

Curriculum: Amplify CKLA (2nd Edition) ▼

Standards: Washington DC ▼

Grade: Please select a grade

- K
- 1
- 2
- 3

Search





Search by curriculum: select curricula, standard set, & grade level

Seesaw's Standards And Curriculum Alignment Tool

Browse the Seesaw Library based on curricula and educational standards.

Jump to the "How to Use" section.

Curriculum Search / Search Results


Amplify CKLA (2nd Edition): Washington DC    

Grade 2

(Skills Strand)Unit 01

Reading

2.RL.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Correlations 1
2.RL.3. Describe how characters in a story respond to major events and challenges.	Correlations 7
2.RL.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Correlations 15
2.RL.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending	Correlations 3



Organized by curricula Module/Unit



Seesaw's Standards And Curriculum Alignment Tool

Browse the Seesaw Library based on curricula and educational standards.

Jump to the "How to Use" section.

Amplify CKLA (2nd Edition): Washington DC



Grade 2

(Skills Strand)Unit 01

Reading

2.RL.2.

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Correlations **1**

2.RL.3.

Describe how characters in a story respond to major events and challenges.

Correlations **7**

2.RL.4.

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Correlations **15**



[Fiction Books: A Lei for the Queen](#)

[Fiction Books: Are We There Yet?](#)

[Fiction Books: Artie the Acorn](#)

[Fiction Books: Dear Curly Hair](#)

[Fiction Books: Finding Adventure](#)

[Fiction Books: Good Times in the Badlands](#)

[Fiction Books: Kindness Matters, Kindness Counts](#)


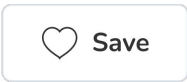
[Fiction Books: Preparing in the Pasture](#)



Tap on 'Correlations' to view all standard-aligned lessons



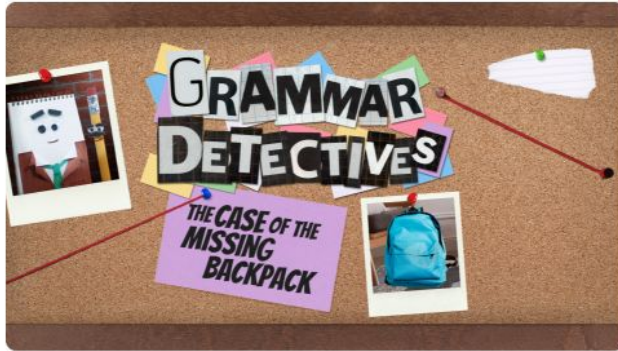
Get Ready to Explore...

- 1** Tap the  **Library** button to navigate to the **Seesaw Library**
- 2** Search for lessons using the **Browse by Standards & Curriculum** tool
- 3** Tap  **Save** on a lesson you want to explore further



Attach and Grade Standards

Seesaw

[Community Library](#)[School & District Library](#)[Seesaw Library](#)[My Library](#)[Seesaw Library](#) > [English Language Arts](#) > [Grammar Detectives](#) > [Nouns: The Case of the Missing Backpack](#)

Nouns: The Case of the Missing Backpack

Grammar Detectives

[Assign All Activities](#)

[Saved](#)

...

Grades: 3rd - 5th

Subjects: English Language Arts, Vocabulary

Language: English

Standards: 1B-DA-07., 3-5.1.d., [+18](#)



[Jump to Lesson Plan](#)



Introduction

5 minutes

Whole class experience

[Present to Class](#)

[Assign](#)

Students will watch a video as a whole group to learn about nouns and use them to solve a case.

...

View standards-aligned lessons in the Resource Library



Assign Activity



Practice

Nouns: The Case of the Missing Backpack

[Edit Activity](#)



WA Class



All Students

[Edit Students and Groups](#)

Start Date ⓘ

Today, Now



Due Date ⓘ

None



Organize



SL.3.1(b)

SL.3.1(d)

W.3.4.

SL.4.1(b)

W.4.1(a)

W.4.1(b)

W.4.1(c)

W.4.10.

W.4.2(a)

+1

[Edit](#)



Folders

[Choose](#)

[Assign Now](#)

Tagging Standards



Tag Standards

All Standards

Tagged Standards (10)



SL.3.1(b)

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.1(d)

Explain their own ideas and understanding in light of the discussion.

W.3.4.

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

SL.4.1(b)

Follow agreed-upon rules for discussions and carry out assigned roles.

W.4.1(a)

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

W.4.1(b)

Provide reasons that are supported by facts and details.

Save Tags

Review tagged standards

Tag Standards

All Standards

Tagged Standards (10)

Filters

Standard/State

Washington



Grade

All Grades



Subject

All Subjects



Washington

Search by code

ELP.1.1.L1.

- With prompting and support (including context and visual aids), use a very limited set of strategies to identify a few key words from read-alouds, picture books, and oral presentations.

ELP.K.1.L1.

- With prompting and support (including context and visual aids), use a very limited set of strategies to identify a few key words from read-alouds and oral presentations of information or stories.

ELP.K.1.L2.

- With prompting and support (including context and visual aids), use an emerging set of strategies to identify some key words and phrases from read-alouds and oral presentations.

ELP.1.1.L2.

- Use an emerging set of strategies to identify key words and phrases from read-alouds, simple written texts, and oral presentations.

ELP.K.1.L3.

Save Tags

Filter standards to show student growth

Practice - Nouns: The Case of the Missing Backpack

Refresh



Practice - Nouns: The Case of the Missing Backpack

Go to Lesson

1. Click **Add Response** Add Response.
2. Click **Audio** to listen to the directions on each page.
3. Complete the activity.
4. When you're ready to add to your journal, click the green **Check**.

3 Responses, 0 Waiting for Approval, 0 Drafts, 3 Not Responded

Add Response

Assigned on Jul 3 at 12:12 PM

Assigned to All students

SL.3.1(b) SL.3.1(d) W.3.4 SL.4.1(b) W.4.1(a) W.4.1(b) W.4.1(c) W.4.10 W.4.2(a) W.4.2(b)

Sample Student

Allie M

Hannah S

Michael T

Ricky L

Yvonne P

Grade Standards



Tagged Standards (10) All Standards

<input checked="" type="checkbox"/> W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	☆☆☆☆
<input checked="" type="checkbox"/> SL.4.1(b) Follow agreed-upon rules for discussions and carry out assigned roles.	Clear ☆☆☆☆
<input checked="" type="checkbox"/> W.4.2(b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Clear ☆☆☆☆
<input checked="" type="checkbox"/> W.4.2(a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	☆☆☆☆
<input checked="" type="checkbox"/> W.4.1(b) Provide reasons that are supported by facts and details.	Clear ☆☆☆☆
<input checked="" type="checkbox"/> W.4.1(c) Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	Clear ☆☆☆☆
<input type="checkbox"/> W.4.1(a)	

Give Feedback

Reviewing student work

MA Mrs. Abby Teacher - 4 Classes 6
Messages
Library
Add
Mrs. Abby's Bright Beginnings
Journal
Activities
Progress
Notifications
Blog

Selected Dates: May 26 - Jun 1
 Activities View
Standards View
Skills View
Export

	1.OA.C.6. Add and subtract within 2...	RL.1.1. Ask and answer questions...	K-2-ETS1-1. Ask questions, make obser...	Clarify and elaborate ide...	RL.1.3. Describe characters, setti...	SL.1.4. Describe people, places, t...	K-2-ETS1-2. Develop a simple sketch, ...	EL.P.1.4.L3. Express an opinion and gi...
Carson I	4 ★ 1	3 ★ 1	3 ★ 1		2 ★ 2	4 ★ 1	4 ★ 1	
Charlie C	2 ★ 1	4 ★ 1				4 ★ 1	4 ★ 1	
Dorothy G	3 ★ 1	2 ★ 1				4 ★ 1	4 ★ 1	
Jyoti F	3 ★ 1	4 ★ 1				4 ★ 1	4 ★ 1	
Keesha E	4 ★ 1	2 ★ 1				2 ★ 1	2 ★ 1	
Liz D	2 ★ 1	3 ★ 1				2 ★ 1	2 ★ 1	
Ralphie B	2 ★ 1	2 ★ 1				4 ★ 1	4 ★ 1	
William A	4 ★ 1	2 ★ 1				2 ★ 1	2 ★ 1	

Carson I

K-2-ETS1-1.
Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

3 ★

Introduction - Animal Survival
May 28, 2024

Give Feedback

Students

Student Groups



Folders

Standards

Monitor student progress over time



Get Ready to Explore...

- 1** Open a lesson you explored earlier and tap  **'Assign'**
- 2** Check the **Tagged Standards** and add/edit standards
- 3** Tap  **'Assign Now'**



Formative Assessment

SeeSaw

Practice Mode Drag & Drop



View Instructions Draft

english
español

T **Quick Check**

1 Listen to the names of the shapes and count how many syllables you hear.

2 Move the shapes to the correct box.

3 Tap the Check Work button to see if the work is correct. If needed, review and try again.

Use the:

1 syllable

2 syllables

3 syllables

Add Page

Assessment Mode Multiple Choice



The screenshot shows a digital assessment interface. At the top, there is a navigation bar with icons for close, zoom, crop, undo, and redo. A 'View Instructions' button is also present. On the right side of the top bar, there is a 'Draft' status indicator and a green checkmark icon.

The main content area has a light blue header with the title 'SHOW WHAT YOU KNOW' and a 'TUMBLE' logo featuring a hand holding a magnifying glass over an atom symbol. Below the title, there are two tabs: 'Directions' (with a star icon) and 'Instrucciones' (with a heart icon), both containing speaker icons.

The assessment question is: 'What happens to a light's appearance as it gets further away from you?' Below the question are four multiple-choice options, each in a white box with a radio button:

- Lights appear dimmer than they are
- Lights appear brighter than they are
- Lights appear the same brightness
- Lights do not change in appearance

To the right of the question is a text prompt: 'Explain why you think this flashlight experiment might be relevant to the stars we see in the sky.' Below this prompt is a large white box with the word 'Listen' in bold black text.

On the left side of the interface, there is a vertical toolbar with icons for text (T), microphone, camera, and a three-dot menu. At the bottom, there is a drawing toolbar with icons for a hand, pencil, eraser, highlighter, and eraser.

On the right side, there is a vertical color palette and a small preview window showing a thumbnail of the current page.

Poll Multiple Choice



✕ 🔍 📐 ↶ ↷

View Instructions

Draft

★ Directions

♥ Instrucciones

Favorite Type of Books Poll

THE SEESAW SPOTLIGHT STORY

SPOTLIGHT ON CHADWICK BOSEMAN
SUPERIOR STRENGTH

I LOVE MY NAME

Written by Gibbon Anderson • Illustrated by Camille Franklin

What Is An Epidemiologist

YOU KNOW HOW TO STAY SAFE ONLINE, RIGHT? **I THOUGHT SO BUT...** **I REALLY WANT TO CLICK ON THIS...**

WHAT IS YOUR FAVORITE TYPE OF BOOK TO READ?

- biographies
- fiction
- non-fiction
- graphic novels
- other

Add Page

Assessment Mode - Reading Comprehension (3-6)

Refresh



Assessment Mode - Reading Comprehension (3-6)

Go to Lesson

1. Click **Add Response** Add Response.
2. Click **Audio** to listen to audio directions on each page.
3. Complete the activity.
4. When you're ready to add to your journal, click the green **Check**.

10 Responses, 0 Waiting for Approval, 0 Drafts, 0 Not Responded

Add Response

- Assigned on Oct 27 at 12:38 PM
- Assigned to All students
- ELA and Mid Level (6th-8th)
- 1 Skill
- Assessment

All Students

Class Overall Score

- 7 Students with 90% - 100%
- 3 Students with 0% - 59%
- 1 Student with no response

Question

Question Response

Question	Question Response
Who were the first female twins to climb the Seven Summits? Tashi Malik and Nungshi Malik	10 Correct 1 No Response
True or False: Mount Everest is the tallest mountain that is part of the Seven Summits. True	7 Correct 3 Incorrect 1 No Response



Formative Assessment Demonstration

Refresh



Formative Assessment Demonstration

1. Click **Add Response** Add Response
2. Watch the videos on the top left
3. Answer the questions on each page
4. Click the **green Check** when you're done to save your work

Play Instructions (0:11)

8 Responses, 0 Waiting for Approval, 0 Drafts, 0 Not Responded

Add Response

- Assigned on Sep 13 at 10:50 AM
- Assigned to All students
- 3-5, Formative Assessment, and PK-2
- 2 Skills
- Assessment

All Students

Class Overall Score

- 5 Students with 75% - 89%
- 2 Students with 60% - 74%
- 1 Student with 0% - 59%

Question

Question Response

Question	Question Response
m mad, man, map, met, mat	8 Incorrect
m mug, man, men, map, mad	7 Correct 1 Incorrect
Who were the first female twins to climb the Seven Summits? Tashi Malik and Nungshi Malik	8 Correct
True or False: Mount Everest is the tallest mountain that is part of the Seven Summits. True	6 Correct 2 Incorrect

Formative assessment insights

Questions

Question Type
☰ Multiple Choice

Response Type
☰ Classic

Feedback Mode
Practice Mode


Question

Response Options
 Add response

Gauge student understanding



Get Ready to Explore...

- 1 Tap the  green **+Add** button
- 2 Select '**Create Activity or Assessment**'
- 3 Tap '**Assessment**'
- 4 Create a **formative assessment** to support your students' learning



Bulk-Assign Activities

SeeSaw

[Community Library](#)[School & District Library](#)[Seesaw Library](#)[My Library](#)[Seesaw Library](#) > [Power Blocks: Math](#) > [How Do I Skip Count by 5s, 10s, and 100s?](#)

How Do I Skip Count by 5s, 10s, and 100s?

Power Blocks: Math

[Assign All Activities](#)

♥ Saved

...

Grades: 2nd Grade

Subjects: Math

Language: English

Standards: 2.NBT.2

[Jump to Lesson Plan](#)

Learn

[View as Student](#)

Introduction

10 - 15 minutes

Whole class experience

[Present to Class](#)

[Assign](#)

Students will watch the video to learn about identifying patterns in numbers and skip counting.

...

Select a ready to go lesson, tap 'Assign All Activities'



Assign Activities

Assigned Activities
Check activity to apply settings above

How Do I Skip Count by 5s, 10s, and 100s? 6 of 8 selected

- Introduction**
All Today, Now
- Think**
All Today, Now
- Sort**
All Today, Now Remove
- Draw**
All Today, Now
- Solve**
All Today, Now
- Show What You Know**
All Today, Now Remove

Removed Activities

- Move
- Connect

Assign

Assign Activities

WC WA Class Remove Class

All Students Edit Students and Groups

Start Date Clear Jul 10, 12:00 PM | Due Date Clear Jul 12 | Organize Standards Folders

Assigned Activities
Check activity to apply settings above

How Do I Skip Count by 5s, 10s, and 100s? 1 of 8 selected

- Introduction**
All Today, Now
- Sort**
All Jul 15, 9:30 AM Jul 19
- Solve**
All Jul 10, 12:30 PM Jul 12
- Show What You Know**
All Jul 10, 12:00 PM Jul 12

Assign

Assign activities to support instruction

Assign Activities

WC WA Class

WC WA Class

Remove Class

All Students

Edit Students and Groups

Start Date ⓘ Clear

Due Date ⓘ Clear

Organize

Jul 10, 12:00 PM

Jul 12

Standards

Folders

Assign activities to 1 class?

Continue Editing

Assign

Assign

Check

, 10s, and 100s?

1 of 8 selected

Introduction
All Today, Now

Sort
All Jul 15, 9:30 AM Jul 19

Solve
All Jul 10, 12:30 PM Jul 12

Assign

Tap 'Assign'

Scheduled Activities Folders

Monday, July 15

Sort How Do I Skip Count by 5s, 10s, and 100s? Scheduled Jul 15, 9:30 AM Due Jul 19 Edit

Wednesday, July 10

Show What You Know How Do I Skip Count by 5s, 10s, and 100s? Scheduled Jul 10, 12:00 PM Due Jul 12 Edit

Solve When skip counting by 5s from 600 to 700, which numbers are not counted? How Do I Skip Count by 5s, 10s, and 100s? Scheduled Jul 10, 12:30 PM Due Jul 12 Edit



Browse Resource Library

Bulk Archive Activities

View assigned activities in the 'Activities' tab



Get Ready to Explore...

- 1 Open a lesson you explored earlier and tap **Assign All Activities** **'Assign All Activities'**
- 2 Select the **date and time** for each activity
- 3 Tap **Assign** **'Assign'**



Highlights

See Slow



Seesaw

Journal

Activities

Progress

Notifications

Class Journal

Dates

Folders



AM Allie M

In response to: Math This Week - Math Highlights Pages

Math This Week Date: March 11, 2024

My Work Sample

Share

I learned about...

I understand that...

A challenge I had during my learning was...

Listen

My Understanding

- I have a question.
- I would like more practice.
- I am ready to move on.

Teacher Feedback

T

Seen by: Mr. Graham

March 11, 2024 2:40 PM

Highlights

- Like
- Comment
- 1
-



Class Journal
909 posts



Computer Science Group 1
480 posts



Lions
482 posts



Math Group 1
315 posts



Math Group 2
306 posts



Math Group 3
511 posts



Math Group 4
482 posts

+ Students

+ Families

Easy way to capture student's best work



Assign Activity

Post Visibility



Class Default

Visible to students and families based on class settings



Folders



Highlights

Showcase noteworthy student work



ELA Assessments

2 items



Math Assessments

1 items



⊕ Add Folder

Save

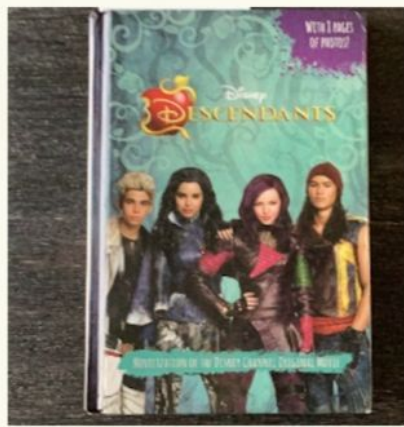
Tag student work to the Highlights folder

* Directions
♥ Instrucciones

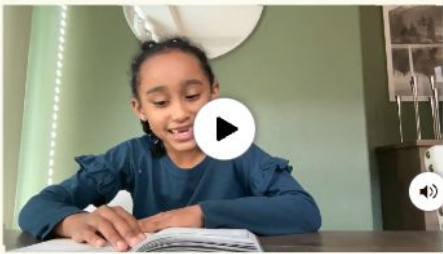
My Work in Reading

Date: 3/20/2024

Book



Me Reading



My Reflection

My reading shows:



I am good at...

I can get better at...

Listen

Teacher Feedback

T

Vertical toolbar with icons: Text (T), Microphone, Camera, and More (three dots). A red box highlights the Text, Microphone, and Camera icons, and a red arrow points to the More icon.

”





Right sidebar with a thumbnail of the current page and an 'Add Page' button at the bottom.

Assign Highlights Portfolios and Pages



Get Ready to Explore...

- 1 Tap the  **Library** button to navigate to the **Seesaw Library**
- 2 Tap on the **Seesaw Essentials** tile
- 3 Tap  **‘View All Lessons’** on **‘Highlights’**
- 4 Choose a lesson to explore

*Challenge: Assign a **Highlights Pages** activity and tag the **Highlights** folder

Seesaw