

DISTANCE LEARNING

A GUIDE FOR PARENTS To SUPPORT LEARNING At HOME

FIRST STATE MONTESSORI ACADEMY

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Plan Overview

FSMA is committed to utilizing a Montessori approach to our Distance Learning Plan in a way that ensures equitable outcomes for *all* children.

FSMA has created a robust plan to support learning during a long-term closure with the following priorities:

- Continue academic growth
- Sustain connection and well-rounded growth (social-emotional and cultural growth)
- Facilitate community well-being
- Support our student and families during this crisis

Replicating what happens in our classrooms is not something we can achieve during this period. Our goal: work in collaboration with families to maintain the culture of learning that is unique to Montessori, and provide families with support and activities that match the developmental needs and characteristics of the child. The components of our plan are designed specifically to address this goal.

Components of FSMA's Distance Learning Plan:

- Digital Learning Plan
- Montessori Culture of Learning
- School-Wide Community Building

Expectations for Learning at Home: Children and Families are expected to spend 2-3 hours a day on learning activities. As outlined in this handbook, learning activities are much more than just lessons or practice work and incorporate a variety of learning that incorporates the 3 components above. Digital Learning is only one component and does NOT need to make up the entire time.

How Do I Get Started?

This packet might be overwhelming upon first glance. It is solely a resource for you to use and includes many extensions that are optional. **Here is the nitty gritty of what you need to do in the first week and beyond:**

*Note: Middle School will continue to use their study guides to plan their learning throughout the weeks. Study guides will be provided.

1 st Week (Starts 3/30)	Watch Daily Connection Video (posted by your child's teacher on Google Classroom) Continue to Utilize Work Plan Format and choose work from weebly site Incorporate daily practice using online programs for Math and Language Arts (located on Google Classroom)
Ongoing (Starting 4/6)	Watch Daily Connection Video Determine a plan for work completion (activities listed on Google Classroom) for each week (you determine when and how much to do each day with your child) Complete daily practice using online programs

Online Learning Platform - Students will utilize Google Classroom:

- Website: classroom.google.com
- Login: firstname.lastname@fsma.k12.de.us
- Password: fsmatechstudentID

Your student ID is a 4-6 digit number that can be found on the student's report card in the upper left corner. It is also their lunch account number.

You will join a classroom (click +) and put in code sent to you by your child's teachers.

Bringing Montessori into the Home



When embarking on a time of learning from home, our aim is to create a Montessori-based framework that serves our students while supporting parents as we all adapt to a different daily routine. It is important to us that the children's activity during this time be enjoyable, thoughtful, challenging, and rewarding. Replicating what happens in our classrooms is not something we can achieve during this period. Our goal is to work in collaboration with families to keep alive the culture of learning that is unique to Montessori and provide families with support and activities that match the developmental needs and characteristics of each child in our community.

How do we establish this at home? The Montessori Method is all about the process. While completion of work is important, it is our approach that makes all the difference. Learning is most effective when it is within a greater context. When we connect subjects and concepts, we establish meaning which fuels motivation in students. Above all, we want children to feel connected to their learning, not simply "complete assignments" while at home. Learning together with a sense of exploration, curiosity and discovery results in deeper and more meaningful experiences for children. This instills a great sense of ownership and responsibility for the child. It is important to us that we maintain a feeling of connectedness through this process. We will be in regular contact in a variety of ways and continued communication between teachers and families throughout the period of closure is assured. The guidelines in this Handbook outline how FSMA's faculty, administration, and staff will support all our families throughout this extended closure.

The Prepared Environment



For our younger students, the learning environment is your home and surroundings. This means finding ways to support independence, engage in meaningful tasks and supplement learning through various activities suggested by teachers. For our Upper School and Middle School students, this will mean all of the above, plus establishing a quiet space, expectations and routines for any specific assignments.

Where age-appropriate you might like to discuss learning from home with your child and include them in some decision-making processes:

- Ask them where to set up their space (if applicable)
- Make a schedule together that works for your family (when to take breaks / have time outdoors etc)
- Gather ideas for activities and projects
- Organize materials

For our older students, it will be important for them to maintain their routine of handing in work and receiving feedback from their teachers. Overall, we can approach this as an opportunity to be creative and collaborative—we are here to support you through this process.

The Montessori Work Cycle At Home



Establishing a routine that works for your family is an essential first step to creating a successful learning environment at home. Children are very familiar with this framework from school. In a Montessori classroom, children are given large blocks of time in order to explore their work deeply. This contributes directly to the development of concentration and provides opportunities to collaborate and problem-solve. It is the framework that fosters child-centered as opposed to teacher-directed learning. In order to foster a deep sense of ownership in their learning, we focus on two things: the developmental needs and characteristics of the child and their interests.

Here are a few key points that aid in cultivating a child's self-direction and attention to their work:

- Choice (ex. activities and in process of completing)
- Participation in planning and organizing tasks (ex. setting up and filling in your work plan)
- Conversation
- Finding good resources
- Sharing of knowledge

The more children are involved in developing and detailing their activities, the more they can achieve. A note regarding sharing and presenting work: It is a regular occurrence in our classrooms, especially with older students, for children to present their work or projects to one another. This can be replicated at home. Planning a presentation or sharing time at the end of a project is very exciting for young children and gives our older students an opportunity to use their voice. It is an essential part of the learning process as it requires synthesis of learning to describe, explain and express yourself clearly.

And, in this digital age, thinking through how to do some of these things virtually can be a fun extension. For example, set up a time to talk to a classmate about a work you both completed, share a project with a distant relative by putting together a video, and more!

Lower Elementary K-3rd Grade

We want to inspire them to explore the topics of astronomy, earth science, geography, chemistry, physics, biology, history, anthropology, cultural and social studies, language, math, music, and art. The lessons teachers give are starting points for your child's own activity and we encourage families to find meaningful ways to incorporate all different types of learning – cooking, game playing, engineering, projects, etc. **Learning happens when children are inspired by a lesson or topic and begin to explore the subject and work on their own!**

Students will have assignments in the core content areas that they are expected to complete as a base of instruction. The expectations below outline those core areas, while at the same time we want children to have the freedom to explore beyond this, to dive into their passions and interests.

Learning Structure

Teachers will post assignments to Google Classroom. Assignments for the coming week will be posted by Sunday night. Students are expected to complete assignments by the end of the week. Like they do in the classroom, students are expected to utilize a daily format, such as the weekly work plan (see appendix) to organize their assignments.

Students' assignments will be differentiated so that, like in the classroom, students are accessing skills that are at the right academic level for where they are in their skill development.

Posted on Google Classroom will be a combination of teacher created materials and online learning materials that will give students practice and development with specific focus on the prioritized academic skills appropriate for their grade and developmental level.

Prioritized Academic Skills – What To Focus On:

	English/Language Arts	Mathematics
Kindergarten	<ul style="list-style-type: none">- Recognize 50 sight words- Read K level books with fluency- Blend, segment, and rhyme words- Answer basic questions after reading a book- Identify characters, setting, major events, title, author, illustrator	<ul style="list-style-type: none">-Add and subtract within 5-Tell time to the hour-Identify coins to 25 cents-Recognize numbers beyond 20-Count to 100s by 1s and 10s

	<ul style="list-style-type: none"> - Write two - three sentences using some sight words and write beginning/middle/ending sounds in a word, supported by a drawing -Use proper spacing between words -Add details to writing with guidance from adults 	
1st Grade	<ul style="list-style-type: none"> -Read 100 sight words -Identify Noun/Verb/Adjectives -Decode Silent e and common long vowel teams -Write three to five sentences on topic with basic punctuation. -Use upper and lowercase letters, and basic correctly -Read 1st grade text fluently -Identify main idea, characters, setting and major events in a story 	<ul style="list-style-type: none"> -Use Greater Than/Less Than -Measure using standard and non-standard units -Graphing -Use fractions - halves, quarters, fourths -Solve word problems with a missing number (missing addends) -Completes word problems and equations with 3 addends -Add/subtract multiples of 10 within 120. -Tell time to the half hour
2nd Grade	<ul style="list-style-type: none"> -Read words using phonics skills and sight word knowledge -Read and comprehend books at grade level -Read and identify fiction and non-fiction -Ask and answer who, what, where, why, and how questions after a reading -Apply different types of writing depending on purpose -Write sentences with correct capitalization and punctuation 	<ul style="list-style-type: none"> -Tell time to the quarter hour and 5 minutes -Count money to solve word problems -Add multiple 2-digit numbers -Communicate why addition and subtraction strategies work using place value knowledge -write number sentences to show the total amount in an array -memorize addition and subtraction facts through 12
3rd Grade	<ul style="list-style-type: none"> -Read and comprehend books at grade level -Identify and discuss fiction and non-fiction texts -Compare and contrast important ideas and details about a topic -Create different types of writing depending on purpose -Use research to learn more about a topic and present it to others -Explain how nouns, pronouns, verbs, adjectives, and adverbs work in different sentences 	<ul style="list-style-type: none"> -Understand and compare fractions, and orders fractions on a number line - Understand multiplication and division as related functions -Calculate area and perimeter of shapes -Memorize multiplication and division facts through 12

Online Programs:

	K - 1 st Required Online Resources	2 nd – 3 rd Required Online Resources
Learning Management System	Google Classroom	Google Classroom
English Language Arts	Freckle.com	Freckle.com
Writing/Handwriting	N/A	Google Docs Typing Club
Math	Freckle.com	Freckle.com

Lower Elementary At-Home Academic Expectations:

Students are expected to:

- Plan and organize work with guidance from parents.
- Follow teachers' guidelines and academic expectations.
- Work with integrity on assigned tasks—do your best!

Parents are invited to:

- Guide your child to set up a prepared environment at home.
- Establish a consistent routine and work schedule together.
- Encourage your child to use Google Classroom assignments as required to maintain skills and concepts.
- Provide opportunities for your child to share and present work to you.

Lower Elementary Teachers will:

- Prepare a variety of appropriate lessons, tasks and activities for children to complete at home in order to maintain and move their learning forward to be posted on Google Classroom
- Communicate in a consistent fashion with students and parents

- Post a Daily Connection Video a short 10-15 minute video designed to create a daily connection for students to the classroom/teacher
- Utilize work plan format to organize online learning
- Lessons in special areas/electives – ideas shared on online
- Provide Office hours via Google Meet. The site address for each class will be posted on google classroom that day.
 - Tuesday 4:00 p.m.
 - Wednesday 1:00 p.m.
 - Thursday 10:00 a.m.

Suggested Schedule for Lower Elementary Students

Early Morning	Make breakfast and clean up. Complete chores (i.e. pet care, care of self, make bed, laundry, etc.) <i>This is practical life!</i>
Mid-Morning	Uninterrupted work cycle. Teachers will send specific instructions via their Google Classroom. Make sure to allow time for snack and movement.
Lunch	Make lunch and clean up. <i>This is practical life!</i>
Afternoon	Afternoon uninterrupted work cycle. Students should continue their learning and choose an activity from one of their specials classes.
Anytime	Make time for at least 20 minutes of silent reading. Any additional choice work such as practical life or any other choice activity is encouraged.

Upper Elementary 4th - 6th Grade

The goal of a traditional curriculum may be to delineate what a child is supposed to learn. In Montessori, we want your child to be able to learn everything! We want to inspire them to explore the topics of astronomy, earth science, geography, chemistry, physics, biology, history, anthropology, cultural and social studies, language, math, music, and art. The lessons teachers give are starting points for your child's own activity and we encourage families to find meaningful ways to incorporate all different types of learning – cooking, game playing, engineering, projects, etc. **Learning happens when children are inspired by a lesson or topic and begin to explore the subject and work on their own!**

Students will have assignments in the core content areas that they are expected to complete as a base of instruction. The expectations below outline those core areas, while at the same time we want children to have the freedom to explore beyond this, to dive into their passions and interests.

Learning Structure

Teachers will post assignments to Google Classroom. Assignments for the coming week will be posted by Sunday night. Students are be expected to complete assignments by the end of the week. Like they do in the classroom, students are expected to utilize a daily format, such as the weekly work plan (see appendix) to organize their assignments.

Students' assignments will be differentiated so that, like in the classroom, students are accessing skills that are at the right academic level for where they are in their skill development.

Posted on Google Classroom will be a combination of teacher created materials and online learning materials that will give students practice and development with specific focus on the prioritized academic skills appropriate for their grade and developmental level.

Online Programs:

	4 th – 6 th Online Resources
Learning Management System	Google Classroom
English Language Arts	Khan Academy
Writing/Handwriting	Quill Typing Club
Math	Khan Academy

Upper Elementary At-Home Academic Expectations:

Students are expected to:

- Plan and organize work as independently as possible.
- Follow teachers' guidelines and academic expectations.
- Be own advocate when assistance or further clarification is required.

Parents are invited to:

- Guide your child to set up a prepared environment at home.
- Establish a consistent routine and work schedule.
- Encourage your child to use Google Classroom as required to maintain skills and concepts.
- Provide opportunities for your child to share and present their work to you.

Upper Elementary Teachers will:

- Prepare a variety of appropriate lessons, tasks and activities for children to complete at home in order to maintain and move their learning forward - to be posted on Google Classroom
- Communicate in a consistent fashion with students and parents

- Post a Daily Connection Video a short 10-15 minute video designed to create a daily connection for students to the classroom/teacher
- Utilize work plan format to organize online learning
- Provide Office hours via Google Meet. The site address for each class will be posted on google classroom that day.
 - Tuesday 4:00 p.m.
 - Wednesday 1:00 p.m.
 - Thursday 10:00 a.m.

Suggested Schedule for Upper Elementary Students

Early Morning	Make breakfast and clean up. Complete chores (i.e. pet care, care of self, make bed, laundry, etc.) <i>This is practical life!</i>
Mid-Morning	Uninterrupted work cycle. Teachers will send specific instructions via their Google Classroom. Students should engage in academic learning. Make sure to allow time for snack and movement.
Lunch	Make lunch and clean up. <i>This is practical life!</i>
Afternoon	Afternoon uninterrupted work cycle. Students should continue their learning and choose an activity from one of their specials classes.
Anytime	Make time for at least 30 minutes of silent reading. Any additional choice work such as practical life or any other choice activity is encouraged.

Middle School - 7th and 8th Grade

The goal of a traditional curriculum is to delineate what a child is supposed to learn. In Montessori, we want your child to be able to learn everything! We want to inspire them to explore the topics of astronomy, earth science, geography, chemistry, physics, biology, history, anthropology, cultural and social studies, language, math, music, and art. The lessons teachers give are starting points for your child's own activity and we encourage families to find meaningful ways to incorporate all different types of learning – cooking, game playing, engineering, projects, etc. **Learning happens when children are inspired by a lesson or topic and begin to explore the subject and work on their own!**

Students will have assignments in the core content areas that they are expected to complete as a base of instruction. The expectations below outline those core areas, while at the same time we want children to have the freedom to explore beyond this, to dive into their passions and interests.

Learning Structure

Teachers will post assignments to Google Classroom. Assignments for the coming week will be posted by Sunday night. Students will be expected to complete assignments by the end of the week. Like they do in the classroom, students are expected to utilize their study guides to track and organize their assignments. For students who utilize a planner to track assignments, they should continue to do so.

Posted on Google Classroom will be a combination of teacher created materials and online learning materials that will give students practice and development with specific focus on the prioritized academic skills appropriate for their grade and developmental level.

Middle School At-Home Academic Expectations:

Students are expected to:

- Schedule own time for work
- Keep up with study guides and assignments
- Submit work to teachers via Google Classroom by the end of the week
- Advocate for yourself and seek assistance when needed. Utilize office hours of teachers.

Parents are invited to:

- Check in with your child each morning to plan school work time and work space
- Maintain daily conversations about work progress
- Invite your child to prepare a meal for the family once per week
- Invite your child to contribute more than usual to household chores
- View and discuss suggested movies/web inquiries with your child when possible
- Share news items especially related to coronavirus

Middle School Teachers will:

- Provide study guides and assignments – posted by Sunday night
- Review assignments turned in
- Post a Daily Connection Video a short 10-15 minute video designed to create a daily connection for students to the classroom/teacher
- Provide Office hours via Google Meet on:
 - Tuesday 4:00 p.m. - Homeroom Teachers, Math Teacher
 - Wednesday 1:00 p.m. – Science Teacher, Math Teacher
 - Thursday 10:00 a.m. – Homeroom Teachers, Science Teacher

Suggested Schedule for Middle School Students

Early Morning	Make breakfast and clean up. Complete household tasks to aid in the smooth functioning of the household. <i>This is practical life!</i>
Mid-Morning	Math and Science
Lunch	Make lunch and clean up. Outside movement break Personal world reflection
Afternoon	ELA and Social Studies
Anytime	Make time for at least 30 minutes of silent reading. Additional household tasks

Montessori- Inspired Extensions

There are components of Montessori that can be reinforced and in some ways recreated at home. The following are an important part of our Distance Learning Plan that we encourage families to incorporate into the daily lives during this time.

- Peace Education – a core belief is that the future of the world depended on us teaching our children the importance of peace. There is a great emphasis on community, both the classroom community and the wider global community we're a part of. Children learn about the world and also learn tools for calming themselves and conducting peaceful conflict resolution
- Educating the whole child – find ways to incorporate and address learning in physical, spiritual, social, mental and emotional education.
- Practical Life and Sensorial Learning (for younger students) is important to include in your daily experiences. (see next page for specific ideas)
 - *Practical life* consists of exercises to help children learn skills used in everyday life. For young children, this includes carefully pouring water, tying their shoes, and scrubbing a table. For older children, this includes things like budgeting and starting a small business.
 - *Sensorial* is the education of the senses, and is most prevalent in classrooms for young children. Montessori believed that children learn through their senses and there are materials specifically designed to help them refine their sense of smell, hearing, etc.
- Experiential Learning - Maria Montessori observed that children need to move and learn through experiences, rather than through sitting and listening to a teacher. Creating opportunities for enriching experiences is a critical component to include (one way to do this is through Virtual Field Trips - Ideas listed in the Appendix).

Practical Life Ideas

Practical life is an important part of experiential learning. It is part of every Montessori classroom and can be mirrored at home. These activities assist students in developing purposeful life skills for their continued growth and development. This includes refining fine motor and movement skills and practicing coordination, planning and problem-solving.

Practical life activities:

- foster order and sequence
- develop concentration
- foster physical independence
- foster the development of fine motor control
- provide opportunities for planning and carrying out tasks

The Practical Life area also provides children with opportunities to contribute to family life. Inherent in these activities is the development of key executive functions: decision making, organization, problem-solving, impulse control, collaboration and communication.

Examples of practical life might include:

- setting the table
- watering plants
- tidying and organizing rooms
- planning an outing
- taking care of pets
- preparing a snack/meal
- helping with shopping lists/budgeting
- planting a small garden.



Practical life is engaging for children at all stages of development and tasks are designed according to their level of coordination and independence. You can organize a job chart or list of family projects as a way to help guide your child's interests. Planning and gathering resources to complete the tasks is purposeful work. These ideas foster a sense of contribution, responsibility, shared experiences and satisfaction. As our children get older, these activities lead naturally to volunteer experiences and beginnings of community work. For our oldest adolescents, many of these practical life experiences are the foundation of their sense of belonging and personal vision.

Special Area Classes - Resources

Art – Dr. Montessori said, “*Imagination does not become great until a person, given the courage and strength, uses it to create.*” Now, more than ever, we must imagine with courage and with Maria’s emphasis on the strength of the community. The Art area of FSMA’s online learning is intended to support children and families as we navigate new territory together. Art is a necessary form of expressing thoughts and feelings, organizing ideas, developing fine motor skills and connecting with others. It can also be a way to channel energy, center one’s self or externalize and concretize what may be tough to put into words. Here is a link to our art resources for learning, coping and connecting: <http://fsmalearning.weebly.com/art.html>

Library – School library centers around developing, learning, enhancing and promoting critical thinking skills. We strive to plant a seed for a lifetime of reading and learning. In library, children guide their learning by seeking books to grow their interests. Children are able to meet new characters, travel to faraway lands, and go on adventures without even leaving their house. They can take a new topic of interest and use books to enhance their understanding. There are many ways you can support your child’s interests and help to develop our goal of a lifetime reader. Use the following links and ideas to help your child grow as a learner. <http://fsmalearning.weebly.com/library.html>

Music – The music program at FSMA is an essential component in supplementing the core curriculum by supporting learners in making connections between subjects and addressing the creative needs of the child. Studying music provides numerous opportunities for students to cultivate skills as both musicians and community learners. Students of music learn how to be patient and persistent with difficult tasks, develop curiosity, problem solve, and work hard with an end result in mind. In music class children learn the fundamentals of musical performance using both instruments and their voice, as well as, expand their knowledge on a variety of music genres and artists. Our music curriculum touches on several topics including music theory, music history, American musical theatre, aural and listening skills, and creative movement. The resources for music at home touch on several of these topics and are available here: <http://fsmalearning.weebly.com/music.html>

Physical Education – Daily movement is an important foundation of a child’s physical development as well as social and emotional health. Physical Education allows children to develop motor skills, knowledge and behaviors of healthy active living, as well as emotional intelligence. It is through movement and physical activity that children can express themselves, develop self-control and decision making. In Jenny’s Montessori P.E. resources, there are many activities, different levels and games to explore and stay physically active and healthy. <http://fsmalearning.weebly.com/physical-education.html>

Technology - Students will use technology in so many ways in their lives as we are seeing more evidently in these unprecedented times. Technology instruction at FSMA provides your students with an introduction to technology tools and resources that they will use for learning, communicating, researching, collaborating, and creating. Technology instruction also helps to foster skills and knowledge for students to become balanced, responsible, and productive digital citizens. Here are some suggestions for exploring new technology and using technology at home to learn and practice new skills (you are already doing so much of this as you learn from home - Kudos to you and your families!) <http://fsmalearning.weebly.com/technology.html>

Special Education Guidelines and Resources

Important Information and What to Expect:

- If a school closure causes educational/instructional services for all students to pause within a school, then the school is not required to provide services to special education students during that same period of time. But, when a school has an extended school closure, the school will remain responsible for the free appropriate public education (FAPE) of its students eligible for special education services with an individualized education program (IEP) to the best of their ability.
- If a school provides distance learning, the school must make an effort to provide special education and related services in accordance with the students IEP within reason and without discrimination (accessible to that student).
- IEP services cannot be delivered in the same capacity they are in a school environment. FSMA's special education and related services staff will communicate with parents on an individual basis to determine the amount of services that will be provided and how they will be provided (paper and pencil, online or via phone). We will not be providing any in-person services at this time.
- Federal guidance has indicated that IEP timelines (IEP end dates, and evaluation dates) can be flexible during this time. We have been advised to worry less about timelines and compliance and focus on what is appropriate and reasonable for our students. In essence, and true to our mission, our intent is to do what is right and best for every individual student.
- Once distance learning is in place, our Special Education staff will be in touch with families regarding IEP meetings and evaluations.

Resources:

<https://www2.ed.gov/about/offices/list/ocr/docs/ocr-coronavirus-fact-sheet.pdf>

<https://sites.ed.gov/idea/idea-files/q-and-a-providing-services-to-children-with-disabilities-during-the-coronavirus-disease-2019-outbreak>

Social-Emotional Resources For Students and Families

During times of uncertainty and crisis, children just like adults may suffer from acute periods of anxiety, worry or stress. School closures can further contribute to experiences of inconsistency, which can be especially challenging for some students. FSMA has a team that is focused on Student Support and Mental Health. We are available via email or the link below to provide support to our families during this extended closure.

Reach out... we are here!

Our Student Support Team has created a phone number for students to contact us if they are experiencing anxiety or difficulty and would like to check in with either our School Counselors (Carla or Laura), School Psychologist (Holly), or School Psychology Intern (Alexis).

1. Call 302-722-5630 to leave a message and someone will call you back within 24 hours. If a student would like to contact a specific support person, just state the person's name in the message.
2. If your child is experiencing significant anxiety or mental health concerns, please call your pediatrician or the Mobile Crisis Hotline 1-800-969-4357.

Resources:

How to Talk to Your Child About COVID-19: A Parent Resource

[www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/talking-to-children-about-covid-19-\(coronavirus\)-a-parent-resource](https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/talking-to-children-about-covid-19-(coronavirus)-a-parent-resource)

Home-Schooling Tweens and Teens During Coronavirus

<https://www.nytimes.com/2020/03/12/well/family/coronavirus-school-closings-homeschooling-tweens-teens.html?op19G=2870>

Mindfulness Activities K-5

<https://www.mindfulmazing.com/wp-content/uploads/2019/07/12-Mini-Mindful-Activities.pdf>

Appendix: Additional Resources for Families

Digital Learning In a Nutshell - Graphic

Sample Work Plans

Virtual Field Trips

Do This



Not That



Asynchronous learning



Teachers create learning experiences for students to work at their own pace and take time to absorb content

Less is more



Assignments likely take twice as long to complete at home because of different factors; prioritize and be realistic

Give explicit instructions



Outline deliberate instructions and specify the length of time to complete the session of learning



Specify expectations

Specify task requirements and length clearly (e.g. 2 minute audio recording with a bulleted checklist)



Be empathetic

Assign a reasonable workload; encourage students to balance online with offline and connect with one another



Communicate consistently
ALL instructions and assignments **SHOULD** be communicated via Bard Moodle or Google Classroom.



Be online for 'office hours'
Be online during office hours to provide support, answer questions, or clarify confusion via a **system**.



Seek student feedback
Seek student feedback about their workload, emotional state, learning preferences, and learning pace



Boost learning retention
Curate multimedia materials to boost learning retention and use digital tools to create interactive lessons



Identify lesson objectives
Be intentional and identify clear learning objectives and assessment outcomes (formative and summative)



Synchronous learning

Teachers and students meet online in real time through videoconferencing or live chatting



Being unrealistic

Assign "class work" and "homework" every day and request students to complete according to short timelines



Being unclear and vague

Communicate in lengthy paragraphs with instructions that may be difficult to follow or tasks that are overly vague



Being too open-ended

Assign tasks that are too open ended (e.g. make a video about the moon; write an essay about pollution)



Be overly task-oriented

Assign online classwork followed by extra homework without a clear focus on student wellbeing



Mixed communication

Use multiple platforms inconsistently (e.g. email followed by Google Classroom w/ MB submission)



Stand by at all times

Respond to every email right away and leave no break for yourself (unless it's urgent, it can wait until office hours)



Use the same approach

Teach in a way that does not give students voice and/or choice, leaving them feeling overwhelmed



Try new & unused tools

Trying new tools that you've never used may lead to technological difficulties and increase challenge



Give random activities

Keep students busy doing online activities and do not think about the lesson objectives and assessments



Alison Yang

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Name: _____

K/1 Work Plan - Record your choices below

Week of:	Monday	Tuesday	Wednesday	Thursday	Friday
Language Arts Choose an activity from the grid					
Word Work - Practice sight words, making words or mad libs					
Writers or Readers					
Response - Read or listen to a story and choose a response from the list of prompts or choose a journal prompt from the list					
Math Choose an activity from the grid					
Cultural Choose activity from Australia Grid or go to Scholastic At Home to pick a topic					
Practical Life Choose an activity off of the Practical Life grid					
Specials: Choose one or more specials each day and record what you do!					
Art					
Music					
Physical Education					
Library					

Name: _____

2/3rd Work Plan - Record your choices below.

Week of:	Monday	Tuesday	Wednesday	Thursday	Friday
Reading Choose one lesson in I-ready ELA packet OR 30 minutes on Freckle for ELA AND do 30 minutes of quiet reading or listening					
Writing Journal Entry using a topic from the writing prompts or choice topic					
Math Choose one lesson in I-ready Math packet OR 30 minutes on Freckle for Math					
Cultural Log onto Scholastic Learn at Home. Choose a topic to learn more about in depth.					
Practical Life Choose an activity off of the Practical Life list					
Specials: Choose one or more specials each day and record what you do! **See Specials Tab under MORE for specials class options					
Art					
Music					
Physical Education					
Technology					

Name: _____

4/5/6 Work Plan

You can use this to plan and/or record your work.

Week of 3/30-4/3	Monday	Tuesday	Wednesday	Thursday	Friday
English Language Arts (ELA) -Read 30 min every day & choose an activity from the choice board -Do Quill 3 times a week for 30 min each -Free write/journal 2 times a week for 30 min each					
Math (30 min every day) 1) Create Khan account or link your account to the classroom 2) Complete Khan course challenge 3) Complete/finish the review packet 4) Prodigy <i>*7th grade math: follow Beth's instructions</i>					
Cultural Work on one activity from the cultural topics sheet					
Practical Life Do one activity from the practical life list					
6th Grade Science Follow Courtney's instructions					
Specials: Choose one or more specials each day and record what you do!					
Art					
Music					
Physical Education					
Technology *can include Typing Club					

Over 30 Virtual Field Trips with Links

(Click on colored text for links. Safe Travels!) **San Diego Zoo**

The **San Diego Zoo** has a website just for kids with amazing videos, activities, and games. Enjoy the tour!

Yellowstone National Park Virtual Field Trip

Mud Volcano, **Mammoth Hot Springs**, and so much more. Tour **Yellowstone National Park!**

Explore the surface of Mars on the Curiosity Rover. They are updating from WEBVR to WEBXR now, but **360 Mode** offers a digital view!

Animal Cameras

Live Cams at the **San Diego Zoo** **Monterey Bay Aquarium** live cams **Panda Cam at Zoo Atlanta** **6 Animal Cams at Houston Zoo** **Georgia Aquarium** has **Jellyfish, Beluga Whales, and more**

Virtual Farm Tour

This Canadian site **FarmFood 360** offers **11 Virtual Tours** of farms from minks, pigs, and cows, to apples and eggs.

See U.S. Space and

the **Saturn 5 Rocket on YouTube** and Rocket Museum more on this tour thanks to a real in Huntsville, AL father/son outing.

Discovery Education Virtual Field

A few of the field trip topics include

Polar Bears and the Tundra **Social Emotional Skills STEM** Trips manufacturing

The Louvre

Travel to Paris, France to see amazing works of art at **The Louvre** with this virtual field trip.

The Great Wall of China

This **Virtual Tour** of the **Great Wall of China** is beautiful and makes history come to life.

Boston Children's Museum

Walk through the **Boston Children's Museum** thanks to Google Maps! This virtual tour allows kids to explore 3 floors of fun.

