

Remote Learning Outline for Families

Grades K-4

Content	Time Suggestions
Literacy Instruction (Watch a mini lesson, and/or complete online learning)	10-20 minutes daily
Reading (Read books, watch books read aloud, listen to a book)	At least 20 minutes daily (Could be about science, social studies, etc)
Writing or Word Work or Phonics/Vocabulary	20-30 minutes daily
Math	30 minutes daily
Science	45 minutes per week
Social Studies	30 minutes per week
Arts, Physical Education, or Social Emotional Learning	30 minutes daily

Each week, the Remote Learning Plan will consist of the following:

The remote learning for elementary students will focus across content areas. English Language Arts and Mathematics should be happening daily, as well as physical activity, exploring the arts, **or** focusing on wellness (Social Emotional Learning). Science and Social Studies suggestions are per week, so families will decide when that best fits with their schedule, all at once, or a bit each day. The plan outlined below includes all content areas.

❖ Remote Instruction:

- Your child's teacher will be reaching out to schedule times to check in with students and discuss support options for remote learning. Some of these options may include emails, communicating via Google Classroom, DOJO, Remind, or other platforms, or having check in sessions with students via Zoom or Google Hangouts. These will vary by class, grade, and school. Your school will communicate this information directly to families.

❖ Weekly Assignments:

- Each week students will receive activities that correspond with remote learning. These will vary across content areas and are meant to be done independently by children for the most part. Our youngest learners will likely need help with reading at times. Projects could include reading and writing about a favorite book, or solving math problems, or exploring science or social studies concepts.
- Students will be asked to submit work from the various activities. The expectation for the work will be described in the instructions from their teacher.
- If students need support or clarification on an activity assigned, they can email the teacher or ask for help using the communication method that your child's teacher chooses.
- For students receiving special education services, activities will be modified accordingly through the collaboration between classroom teacher and special education teacher.
- Your child could also be offered online learning opportunities using programs like iReady, Lexia, Raz Kids, ST Math, or Khan Academy.
- These assignments are optional, but we highly encourage your child to complete them.

❖ Virtual Meetings w/Students:

- Throughout each week, there may be specified times where teachers will be available for virtual meetings. This is where teacher/student connections can be fostered and individual supports can be provided, as needed.
- Virtual meeting times will be scheduled in a manner that offers either morning or afternoon options throughout the week to try to accommodate as many students' schedules as possible.
- Teachers will contact you regarding the details for these virtual meetings.
- Participation in these meetings is optional for students.
- For students receiving pull-out special education services, special education service providers will have a different set of times available to connect with the students whom they service, as appropriate.
- **Please be sure you review acceptable behavior with your child before these virtual meetings.**

❖ Submitting Work:

- Students will submit work products by the appropriate deadlines established by their child's teachers.
- Work should be submitted to teachers via the teacher's preferred choice.
- Necessary modifications or accommodations for students who receive special education services to submit work (e.g. extended time, etc.) will be communicated.

❖ Additional Information:

- You may continue to access the "At Home Learning" packets that have been developed for Weeks 1-4 on the LPS At Home Learning Website. Additional resources will continue to be updated on this page.
- We encourage families to develop their own schedule that works with their own unique circumstances. We encourage you to review the remote instruction, the corresponding activities assigned, and the virtual meeting opportunity times when you receive them this week. Then, with your child, create a schedule for that week that makes sense for your family.
- Many children do best when there are predictable routines and expectations. Perhaps you can spend this week defining work areas, setting clear expectations of how to complete expected work moving forward (*for example*, practice logging into accounts, have materials ready to go near the computer and/or work table, set a timer to work for a specified time.)