

Dear Elementary Educators,

We cannot thank you enough for all you are doing for kids and families during this challenging time. Below you will find the elementary guidelines designed by teams of grade level teachers, TOSAs, and administrators in regard to the ODE Distance learning for All Guidance. We appreciate your patience and admire the ways in which you have connected to families over the past two weeks.

In a hopes of building as much equity as possible in an inequitable context, essential skills have been developed that will should be taught consistently across the district. This will allow our special education and ELD teachers to wrap-in and support our students who distance learning is most challenging for. The Week 1 plan are linked below, and early next week the remaining road map will be provided as well as a site created that can be a one-stop place for essential skills roadmap, potential resources, and other pertinent information. These essential skills are our objectives for the week, but how you teach them is still up to you. Potential resources and lesson ideas will be provided, however, we trust your professional judgment in using the best tools for teaching these skills for your classroom.

We know that this is an unprecedented change from our norm, but as we all grapple with the challenges of moving to distance learning for all, we appreciate your focus on a unified approach to try and make this as equitable as possible.

Thank you for all you do!

-Brooke Wagner & Elementary Distance Learning Team

## INSTRUCTION CHARACTERISTICS

### Teacher-Led

- **FOCUS:** Social Emotional Learning, Language Arts, and Mathematics
- Includes synchronous and asynchronous content
- Includes any work students must do as determined by a licensed teacher
- ◆ Work is defined as both instruction and student engagement in response/completion independently
- Maximum teacher-led minutes may not be exceeded
- ◆ Provide family guidance on “do not exceed” maximum work times for activities for students
- Implement lessons that follow the Universal Design for Learning (UDL) framework
- Driven and aligned to district agreed upon essential learning & skills
- Individual students receive formative assessment and/or peer feedback on this work

### Supplemental Learning

- **ENHANCES & BROADENS LEARNING**
- ◆ PE/MUSIC, Science, Social Students, & Art
- **FOCUS:** Family-led or independent learning options
- Guided by Student Choice
- No assessment required
- Not assigned to individual students
- May or may not be designed with UDL principles
- Recommended 1-2 hours of options daily

## Link to EEA/4J Joint Message

Password: BetterTogether



## OFFICE HOURS GUIDANCE

# 3-1-1

- ✓ 3 hours per week
- ✓ 1-hour chunks can be flexible but must be clearly communicated to families
- ✓ 1-hour/week in evenings for access to working families (teachers flex)

## FEATURES

- Time for parents to connect with teacher to ask any questions (technology or content help)
- NOT time for individual student tutoring, or 1:1 with a kid
- Specifically called out in ODE guidance as something we need to provide
- Teachers and families determine the best way to connect during office hours

## VARIETY OF MODES



**IMPORTANT NOTE:** Everything you need for the week of April 13-17 is on page 1 & 2 of this document

# Maximum Teacher-Led Minutes for April 13-17 & Week 1 Plans

When planning and sharing lessons for April 13-17, please make sure students spend no more than the following minutes each day on classroom community time and assigned activities.



*These minute maximums will gradually increase in the coming weeks.*

Sample Schedule				
Monday	Tuesday	Wednesday	Thursday	Friday
Community Time				
Familiarize with Tech Tools (SeeSaw and anything else you might link too, like Newsela, Dreambox, Raz Kids, BrainPop!)	Familiarize with Tech Tools (SeeSaw and anything else you might link too, like Newsela, Dreambox, Raz Kids, BrainPop!)	Familiarize with Tech Tools (SeeSaw and anything else you might link too, like Newsela, Dreambox, Raz Kids, BrainPop!)	Familiarize with Tech Tools (SeeSaw and anything else you might link too, like Newsela, Dreambox, Raz Kids, BrainPop!)	Familiarize with Tech Tools (SeeSaw and anything else you might link too, like Newsela, Dreambox, Raz Kids, BrainPop!)
Digital Citizenship				

## Optional Resources and Ideas



[How to Use Seesaw](#)

[Use the Microphone to Read Aloud](#)

[Use Seesaw Tools to Learn Zoom Etiquette](#)

[Can you log into your other apps?](#)

[Internet Safety \(3rd-5th\)](#)



[Internet Safety \(free\)](#)

### April 13-17 Launch & Connect

- \* Connect with families
- \* Model and teach tech skills
- \* Re-establish community
- \* Ensure access to basic needs
- \* Invite student voice and choice in activities

### Guiding Questions When Planning for April 13-17

- How are you communicating with families the supports or expectations to join SeeSaw? What routine or activity could you use that would get kids excited to join you?
- Can students log in to Seesaw?
- What will you do to connect with families who haven't joined in?
- How can your SeeSaw activities orient kids to the tools?
- How will you orient families to the the platform?
- How can you use community time to check on and reflect on the impact of your planning?
- Are students able to log into the usual sites and apps that you use?

# Moving Forward...

## Essential Learning:

ODE requires us to focus on a narrow set of learning targets that are essential and relevant to students.

Teams of grade level teacher leaders worked to isolate essential learning targets. These will guide our planning and instruction for the next 9 weeks.

# K

### English Language Arts

- ✓ Identifies letter names and sounds
- ✓ Recognizes high frequency words
- ✓ Child asks and answers questions about a book that was read aloud
- ✓ Prints uppercase and lowercase letters
- ✓ Uses a combination of drawing, dictating, and writing to compose texts

### Math

- ✓ Knows number names and the count sequence
- ✓ Counts to tell the number of objects
- ✓ Compares numbers
- ✓ Understands addition as putting together and adding to, and understands subtraction as taking apart and taking from
- ✓ Engages in math tasks

# 1

### English Language Arts

- ✓ Comprehension: for both nonfiction and fiction texts. Includes identifying beginning, middle, and end of a story, characters, setting, author's purpose, and restating information from nonfiction texts.
- ✓ Practice new phonics skills and review sounds already taught to build fluency.
- ✓ Practice high frequency words to build fluency.
- ✓ Write complete sentences with correct capitalization, spacing, and punctuation about fiction and non-fiction topics.

### Math

- ✓ Use place value understanding to add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10
- ✓ Use the relationship between addition and subtraction to solve word problems within 20.
- ✓ Demonstrate addition and subtraction fluency within 10 emphasizing strategy and mental math.

# 2

### English Language Arts

- ✓ Use comprehension strategies to understand text
- ✓ Retell & sequence a story or series of events
- ✓ Write complete sentences to answer a question.

### Math

- ✓ Add and subtract within 100 using place value strategies
- ✓ Add and subtract within 1000 using models
- ✓ Foundations of multiplication (arrays & equal groups)

# 3

### English Language Arts

- ✓ Reads fluently to support comprehension
- ✓ Uses comprehension skills to understand a variety of fiction and nonfiction texts
- ✓ Writes opinion, narrative and informational texts
- ✓ Uses grade-level capitalization, punctuation and spelling skills
- ✓ Understands and uses grade-level vocabulary

### Math

- ✓ Represents (shows) and solves problems involving multiplication and division.
- ✓ Understands properties of multiplication and relationships between multiplication and division.
- ✓ Develops understanding of fractions as numbers, uses the denominators **2, 3, 4, 6 and 8**.

# 4

### ELA

- ✓ Use non-fiction articles, shorter pieces, reading for content knowledge
- ✓ Focus on students being able to cite and use evidences in reading, writing, and speaking.
- ✓ Response to readings with a solid paragraph that includes a topic sentence, supporting details, and concluding sentence.

### Math

*Place Value, Place Value, Place Value!*

- ✓ Fractions: Compare and ordering fractions
- ✓ Decimals: Decimal notation and place value
- ✓ Review/Practice addition & subtraction within 1,000,000 with options to explore the standard algorithm (use Dreambox to push out these lessons)

# 5

### ELA

- ✓ Experiences with reading
- ✓ Responding to reading

### Math

- ✓ Experiences with multiplication and division (possible extension with decimals)
- ✓ Experiences with fractions (comparing, mixed numbers, Improper fractions, adding, subtracting, multiplying)

## Frequently Asked Questions....

### Why is everything always changing?

- Leadership and districts are responding to changing guidance from Gov. Brown. We've moved from 7 days missed school to supplemental learning focused on review and finally to a "distance for all" model that focuses on care, community, and continue of learning. It is taking considerable time for us to respond to Governor Brown's guidance in a way that is as equitable as possible for our community.

### Where did the "essential learning/skills" come from?

- In joint workgroups, EEA and district worked with grade-level teams, DLI and specialist groups to interpret the guidance to "continue learning" balancing an equity lens, state teacher-led minute maximums, and the remaining weeks of the year.
- Where possible, teams reviewed previous pacing and standards.

### Why can't I start where my students left off in our pacing?

- Unified essential learning allows for collaboration and consistency for families and staff not only this Spring but also in the Fall when we return to launch a new year of learning.

### What if my class did "launch & connect" last week and the recommendations for April 13-17 feel like more of the same?

- For many of our students, they only received technology in the past day or two. Many are still waiting for hotspots for wifi access. While it may seem like another week of practice using the platforms for some, it will provide all students an opportunity to grow their comfort level with the technology, while ensuring a more equitable start for all students as they move to content learning April 20-24.

### Why isn't the district recommending core adopted curriculum as resources for lessons/activities?

- Our current curriculum was not designed for the distance learning context. Considering that teacher-led time includes meeting together and any assignments given, using our current curriculum can quickly eat away at minutes. For example, assigning a Journeys story (even if students listen to it) could take 25-minutes or more for students to complete, leaving little time for other concepts for the day.

### Why is the district recommending my specialist (PE/Music/SSD/ELD) have their own SeeSaw classroom?

- While "co-teachers" allow for shared information, the combined activity streams and messaging for students creates confusion on required or choice-based learning. Families need clarity on "teacher-led" vs. "supplemental." Many of our students find joy and connection within our specialist rooms. We are recommending a commitment to explicitly connecting to specialist classes or sites within weekly messaging.

### Is more support from grade-level work groups coming? Will I be required to use "district created" lessons?

- Grade-level work groups will continue to curate activity and lesson supports for the coming weeks. Models of weekly planning that incorporates the Universal Design for Learning (UDL) will also be provided. While these supports will be offered, there is only a requirement to focus on the essential skills and present activities that are created with UDL in mind.

## Frequently Asked Questions (continued)...

### Where can I learn more about Universal Design for Learning to make sure my activities meet this requirement?

More guidance will be coming from our SSD department including tools and templates for planning. A video overview can be found [here](#). Models and guiding questions will be provided as well.

### Do I need to sit on Zoom waiting for families to attend Office Hours?

Office hours are set times your families know you will be available to help them troubleshoot any problems they are having or help explain assignments or concepts. This can include communication via email, phone call, text, prepared video, or video chats. Please choose what method of communication works best for you and each of your families.

### Is giving student feedback and responding to student learning needs supposed to be within my "teacher-led" minute maximums?

Giving student feedback can happen within synchronous and asynchronous settings and is required. This is not considered within "teacher-led" minutes. If you ask a student to redo work, watch a video to better understand a concept, or join you synchronously for a teaching session, those would count toward the student's maximum minutes. Being flexible in your planning and working to stay under your maximum minutes will allow for more opportunities to address students' needs.

### What about my students who do not have tech yet or who are choosing non-tech learning?

At this team we are working to ensure every family who wants to be connected can be and is connected. We know some families either cannot or will not use technology for a variety of reasons. We are currently working on how we will meet those families needs.

### What do I do if I can't reach my families?

Please stay in close communication with your building administrator. If you have repeatedly tried to reach families using a variety of communication streams (email, phone calls, etc), please do not stop trying, but do let your building administrator know. Other district teams may have more information on the family or be able to support you in connecting with families.

### Will attendance be required?

Yes, but we are not taking attendance April 13-17. Instead we ask that you continue to work to connect with families who may not yet be in engaging in learning. More guidance is coming soon about how we will take attendance.

### What will grading look like at the end of the year?

Great question! Grading will definitely be different than our usual system. We will share this guidance with you as soon as it is ready.