
[holt_cert] Clarifying Green Time

From : Allan Chinn <chinn@4j.lane.edu> Wed, Sep 23, 2020 03:46 PM
Sender : holt_cert <holt_cert-bounces@4j.lane.edu> 1 attachment
Subject : [holt_cert] Clarifying Green Time
To : holt cert <holt_cert@4j.lane.edu>

Hi Teachers,

There are lingering questions about Green Time, so know that **Green Time IS teaching time and IS NOT office hours.**

Teachers will be teaching the day's content live during the Green Time MTHF (no green time on Wed). Teachers will teach the same content they have posted as asynchronous lessons - not different or new. The green time gives students an opportunity to engage with the assigned content for the day live with a teacher.

Here's my colloquial description of Green Time:

Teach how you would normally teach in brick-and-mortar. Teachers would never say "Here's your assignment. I'm here if you need me." and it's the same for Green time. We're not pushing out Seesaw lessons and just available to help.

Teachers should communicate a schedule for green time to families, so they know what time each content area is being taught.

Attached is a distilled version of the [Elementary School Schedule Explained](#) slideshow highlighting the sections on Green Time.

Sorry for all the emails and I do know that this all is very confusing. Downtown was going to send further clarification on Green Time last week, but I know teams are planning and I wanted to make sure everyone was on the same page.

Let me know if you have any questions on this.

Allan

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Cc: "elem princi only" <elem_princi_only@4j.lane.edu>
Sent: Sunday, September 13, 2020 8:16:43 PM
Subject: [elem_princi_only] Clarifying Green Time

Good Evening Elementary Staff

I hope this email finds you healthy, safe and rested over the weekend. The purpose of this email is to bring additional clarification and relief to all of you, since I know you are all working very hard in this unprecedented time. We have heard from many staff about "green time" in the elementary schedule. Hopefully the chart below with green time characteristics and the optional training links will be a great resource for you.

The purpose of the trainings below is to provide teachers with an opportunity to experience Green Time as a student. You may join the live session on Wednesday 9/16 (zoom link below) and be guided through a teacher-paced version of the the lesson, that same lesson is also available on-demand (below). You might also chose to participate in both to see/experience their similarities and differences.

Modeling Green Time LIVE - [Zoom Link](#)

Wednesday, 9/16 from 9-10 a.m.

[Live Lesson with Dana Brummett \("teacher"\) and you \("student"\)](#)

Modeling Green Time ON-DEMAND

[Participate in the On-Demand Lesson \(you are the "student"\)](#)

Green Time Characteristics

- All lessons must be created so students can experience the full lesson on-demand (asynchronously).
- Teachers are on live during this time, guiding those students who choose to attend through the asynchronous planned activities they posted for the day.
- Families can choose to participate in part, all, or none of this live time based on the needs of their students and their schedule.
- This is a time to engage in and practice new learning around the prioritized standards (Tier I content).
- It is recommended that teachers set a schedule for this time, so families know what time each content lesson will begin each day.
- Depending on the needs of the students who attend, teachers will:
 -
 - teach the posted lesson live
 - share the posted lesson and walk students through it

- be available to answer questions during the independent work time portion of the lesson
- This is a time for kids to follow along with the teacher's pace. Students who are working ahead should work asynchronously and have their questions addressed during office hours.
- - **Example:** Create a lesson with features such as voiceovers, pictures, mini-quiz to check for understanding, feedback on which feature(s) work best. Post this lesson to Seesaw. During Green Time, the teacher plays back the lesson, pausing, checking in, interjecting, re-teaching as needed based on student feedback. Student questions are addressed, just as they would be in a brick-and-mortar classroom.
 - **Non Example:** Students pop in and out of green time with questions that come up as they are working asynchronously.
- This is a great option for parents who are concerned that they do not have the time or bandwidth to sit with their child and help them through the day's lesson. Reassure them that teachers are here to teach them!

We will continue to send some additional emails this week clarifying other aspects of the elementary schedule. Again, I am inspired by your commitment to your students and families, we could not do this work in Eugene without all of you.

Please take care of yourselves.

Warmly,

Brooke Wagner

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Classroom Teacher Time

SEL 20 min
Small Groups 60 min + 5 min break
Core Content Learning Integrated Language Arts Math Foundational Skills Movement Breaks 140 min
Applied Learning 45-55 min

Families are asked to prioritize joining the blue sessions live. This helps ensure we build community with the whole class and can provide intervention to students who need them. Teachers are on live leading students through community building activities, SEL lessons, and small group learning activities.

Families choose how much, if any of this time, their students attend. Teachers are on live during this time taking students through the lessons they posted for the day. Teachers may choose to teach the posted lesson live, share the posted lesson and walk students through it, being available to answer questions during work time, or be online to set students up to work and then remain available to help or offer feedback. It is recommended that teachers set a schedule for this time so families know when each content lesson will begin each day. Families may need the freedom to have students join in only for lessons that are more difficult for adults at home to lead them through. For example, a student who struggles with math, may join in the for math lesson each day, but may do the language arts and foundational skills work independently.

Students who complete this full session with their teacher should be considered “done” with their core lessons for the day.

This is time for skills practice on students’ own time. We recommend offering tasks kids can do independently at their skill level such as independent reading and Dreambox.



Core Content Instruction: Guided “live”, accessible “on demand”

Integrated Language Arts

Math

Foundational Skills

Daily Wrap Up

130 min

Time to engage in and practice new learning around the prioritized standards. All lessons must be created so students can experience the full lesson on-demand. Families can choose to participate in part, all, or none of this live time based on the needs of their students and their schedule.

	K-1	2-3	4-5
Found Skills	30 min	20 min	15 min
Lang Arts	30 min	35 min	35 min
Math	35 min	40 min	45 min
KIA	20 min	20 min	20 min

Language Arts Resources

Journeys
Newsela (2-5)
[Laililo App](#) (K-2)

[Link to other ELA resources](#)

Math Resources

Number Talks
Learnzillion
Dreambox

[Link to other Math resources](#)

Foundational Skills Resources

Heggerty
Journeys
[Laililo App](#) (K-2)

[Link to other ELA resources](#)

Ideas for Kinesthetic Instructional Activities

GoNoodle
Games
Snacks
Mindfulness



Wednesday Schedule

SEL 30 min
Small Groups 30 min

Teachers are on live with students for one hour for social-emotional learning and one small group. Interventionists will communicate with teachers to plan which small groups students with services will attend this day.

Core Content Learning
Integrated Language Arts
Math
Foundational Skills
Movement Breaks
130 min

Students complete their Core Content lessons “on demand” on their own schedule. They can access their teacher during office hours, but no other live instruction for core content is available on Wednesdays.

Applied Learning 45-55 min

Applied learning remains the same on Wednesdays. Students still complete these tasks on their own schedule.