

Distance Learning Plan

SouthSide Elementary Charter School

Originally Submitted to the
Rhode Island Department of Education on:

March 18, 2020

Resubmitted on March 20, 2020

Plan Duration: School Closure due to COVID-19

Superintendent: Wendy Randle

Signature /

Principal: Wendy Randle

School: SouthSide Elementary Charter School

3/20/20

Signature / Date

3/20/20

Distance Learning Plan Checklist

The following components must be included in the Distance Learning Plan along with supporting evidence.

*Clearly label evidence. Indicate N/A if evidence is not included.

1. Culture and Management	✓ Narrative Included	✓ Evidence Included*	
a) <i>Secured stakeholder support</i>	X	1.a	X
b) <i>Secured local school committee approval</i>	X	1.b	X
c) <i>Secured agreements with all bargaining units</i>	N/A	1.c	N/A
d) <i>Plan for participation in virtual instructional days including communication to staff, students, and parents</i>	X	1.d	X
e) <i>Method for determining all staff and student attendance</i>	X	1.e	X
f) <i>Plan for the accessibility of student services</i>	X	1.f	X
g) <i>Defined protocols for instituting and communicating the virtual instructional day occurrence</i>	X	1.g	X
h) <i>Process for monitoring the implementation and evaluating the efficacy of virtual instructional days and a method to share results with RIDE.</i>	X	1.h	X
2. Curriculum and Instruction	✓ Narrative Included	✓ Evidence Included*	
a) <i>Professional development on curriculum design for asynchronous instruction that considers developmental appropriateness</i>	X	2.a	X
b) <i>Professional development on instructional and classroom management practices for virtual environments</i>	X	2.b	X
c) <i>Guidance on creating curriculum and content that is appropriate and meets fair use and copyright requirements</i>	X	2.c	X
d) <i>Instructional exemplars constructed to progress student learning in support of course objectives</i>	X	2.d	X
e) <i>Plan for all subject areas and student subgroups</i>	X	2.e	X
f) <i>Tools to facilitate assessments to ensure student engagement and mastery</i>	X	2.f	X
g) <i>Plan to provide synchronous instructional supports for students seeking assistance</i>	X	2.g	X
h) <i>Demonstration of comparable levels of rigor between online and offline instruction.</i>	X	2.h	X
3. Technology and Supports	✓ Narrative Included	✓ Evidence Included*	
a) <i>Established technology standards that support complete access to online learning services and resources utilized during virtual Instructional days</i>	X	3.a	X
b) <i>Procedures for identifying and resolving inequitable off campus student and teacher access to online services and resources</i>	X	3.b	X

c) <i>Technical solutions provided and/or supported for modifications and/or accommodations during virtual instructional days</i>	X	3.c	X
d) <i>Acceptable use policies includes measures to ensure internet safety and security of students accessing school services and resources</i>	X	3.d	X
e) <i>Training provided to staff, students, and (if applicable) parents on how to access and use online services and resources</i>	X	3.e	X
f) <i>Technical assistance and support offered during virtual Instructional days</i>	X	3.f	X

SouthSide Elementary Charter School

Distance Learning Plan

SouthSide Elementary Charter School is fully committed to providing its students with high quality distance learning experiences that are aligned to the Common Core Standards and Next Generation Science Standards. Two critical components of SouthSide’s charter is 1:1 access to technology for its students and blended learning. These essential elements of our charter have positioned us for success in implementing distance learning. Given the plethora of web-based educational programs and intervention programs already implemented at SouthSide, we are also well equipped to meet the individualized needs of our most vulnerable population of students with special needs and our multilingual learners. Below is a detailed description of SouthSide’s Distance Learning Plan:

1. Culture and Management

a) Secured stakeholder support:

SouthSide’s virtual learning platforms (Google Classroom, Class Dojo, IXL, Study Island, Lexia, Epic, Mystery Science, Prodigy, Duolingo, Brainpop, Flocabulary, Newsela, ReadWorks and Khan Academy) all have built-in mechanisms to provide secured support to stakeholders. SouthSide’s Technology Coordinator and teaching staff is also readily available to assist staff with any technical issues that may arise. SouthSide also has an internal team that was trained by FUSE fellows from Highlander. The members of this team provide ongoing job-embedded support and professional development to the other members of the SouthSide team.

b) Secured local school committee approval:

SouthSide’s initial distance learning plan was shared electronically with the SouthSide Board of Trustees on March 18, 2020. In light of the COVID-19

restrictions we were not able to meet in person to present this plan. However, each Board member was able to provide their written approval of the plan via email. This plan has since evolved and now addresses the feedback that was provided by RIDE on March 20, 2020.

c) **Secured agreements with all bargaining units:**

This question is not applicable to SouthSide because we do not have a bargaining unit.

d) **Plan for participation in distance learning including communication to staff, students, and parents:**

On March 13, 2020, SouthSide's plan for distance learning was communicated to all stakeholders including students, staff, and families via Class Dojo, email, and a hard copy letter that was sent home with students in backpacks. The students who were absent on March 13, 2020 received a letter via U.S. Postal Service. Additional communication was sent to families on March 18, 2020 immediately following the Governor's public announcement. Both messages were sent to families via email, Facebook, Class Dojo and the school's website. The school social worker and director also contacted each family directly by phone on March 18, 2020 to confirm which families needed devices and/or assistance with accessing our web-based programs. During these telephone conversations, we also communicated the locations throughout the City of Providence where families could access meals. The school building was then opened from March 18, 2020 through March 20, 2020 so families could pick up their child's Chromebook and GoMath! workbook. Families who showed up were given individualized technical assistance in how to access our web-based programs. Moving forward, the school administration will continue to communicate with families on a weekly basis through email, individual phone conversations, Facebook, Class Dojo and our school website which now includes portals that reflect each teacher's distance learning plan.

e) **Method for determining all staff and student attendance:**

Students' completion and submission of assignments in google classroom will enable teachers to account for student attendance on a daily basis. Teachers have also included the director as a "co-teacher" in google classroom which enables the director to track students' attendance and completion of assignments. Staff attendance will be tracked and monitored through teachers' logins in google classroom as well as the daily teacher posts on Class Dojo and Youtube which are date-stamped. The platforms used to support SouthSide's virtual learning (Google Classroom, Think Central, Class Dojo, IXL, Study Island, Lexia, Epic, Mystery Science, Prodigy, Duolingo) have built-in mechanisms to ensure and monitor all stakeholders' usage and progress. The administrator can use analytic and diagnostic tools within each platform to help teachers make data-driven instructional decisions and to differentiate the content. In order to support teachers and learning partners, we will conduct weekly virtual faculty meetings to share best practices and work through problems. The Director will also be conducting weekly phone conferences individually with the members of SouthSide team to ensure that they feel supported during this distance learning process. Finally, the school's website will be used to post teacher's weekly virtual learning plans. (SouthSide's teachers are already required to submit weekly lesson plans to administration. The only change with our distance learning plan is to post the plans on the website in an effort to disseminate best practices).

f) **Plan for the accessibility of student services:**

***Students with special needs as well as our multilingual will have ongoing access to services during distance learning and there will be daily communication with the families of our multilingual learners and our students with special needs.** There are 18 students on IEP's who receive*

academic, speech and/or occupational therapy services. Each of SouthSide's service providers created two weeks of written packets for students to compete that are in alignment with students' IEP goals. These packets were mailed out to families on March 16, 2020. Additional packets will be sent out to families in the event that the distance learning time is extended. Our special education team will also be delivering instruction to students on IEPs through google classroom and pre-recorded videos will be uploaded to Class Dojo and/or Youtube. Zoom will be another tools used to deliver instruction to our students with special needs. Our school social worker along with our emotional support dog will be providing tele-counseling to the students on her caseload. Families will be given the option of a phone counseling session, Facetime, or Skype. Within these sessions, students will continue to work on their social emotional goals in their IEPs.

g) Defined protocols for instituting and communicating the occurrence of distance learning days:

Immediately upon being notified by RIDE and/or the Governor, SouthSide has communicated the occurrence of distance learning days with all stakeholders via email, Class Dojo, Skylert, Facebook and a hard copy letter to stakeholders. For example, a letter was sent to all stakeholders on March 13, 2020 indicating that there would be no school from March 16-20, 2020. A subsequent letter was sent out on March 18, 2020. Within these letters, families were given the following framework for web-based learning at home:

30 Minutes of IXL English Language Arts (K-5)

30 Minutes of IXL Mathematics (K-5)

30 Minutes of IXL Social Studies (K-5)

30 Minutes of IXL Science (K-5)

30 Minutes of Lexia (K-1)

30 Minutes of Student Island ELA (Grades-3-5)

30 Minutes of Student Island Math (Grades 3-5)

30 Minutes of reading on Epic, Newsela, or ReadWorks (K-5)

30 Minutes of writing in a journal (K-5)

60 Minutes of daily exercise using the recommendations for Physical Education & Health @ Home:

Go Noodle: www.gonoodle.com

American Heart Association - Kids Heart Challenge:

- Heart Hero Intros: <https://youtu.be/1vR0VsSGNq8>
- Main Program: <https://youtu.be/SJ1fq91dikM>
- How to Register: https://www2.heart.org/site/SPageNavigator/khc_resources_search.html
- Dance Promo: https://youtu.be/ZkflLjQo_ZE
- App: Kids Heart Challenge

Tabata: <https://youtu.be/Z4ziWoCuf5g>

HIIT Workouts: <https://www.youtube.com/channel/UCokO71NW3TgndaSNyHlqwtQ>

Peek A Boo Kids: https://www.youtube.com/channel/UCxIJ45KjG4XVcQ_hd8j227A

Cosmic Kids Yoga: https://www.youtube.com/channel/UC5uIZ2KOZZeQDQo_Gsi_qbQ

Pirate Yoga: https://youtu.be/T_0P5grVoyg

In addition to accessing the above-referenced core content areas remotely, students will also have web-based access to virtual instruction in Music, Art, and Spanish. The specific distance learning plans for these specialist subjects is attached to this document. In an effort to disseminate best practices, all of SouthSide's distance learning plans will be posted on the SouthSide website at www.southsideelementary.org.

The individual grade level distance learning plans are also attached to this document as well as the specific plan to meet the needs of our multilingual learners and our students with special needs. We recognize that our multilingual learners and our students with special needs are especially vulnerable during distance learning. For this reason, our special education staff and our multilingual learning specialist have developed comprehensive plans (detailed below) to personalize and individualize instruction for these learners. SouthSide will also deploy its learning partners (teaching assistants) to provide ongoing support and outreach to our multilingual learners and our students with special needs. Each learning partner will be assigned a caseload of students to support.

- h) Process for monitoring the implementation and evaluating the efficacy of virtual instructional days and a method to share results with RIDE:

Prior to the COVID-19 school closure, students were assessed in all content areas and second trimester report cards were distributed on March 13, 2020. Immediately upon returning to school, students will be assessed again to determine whether there was regression. During the time in which school is closed, teachers and administration have the capability to assess student learning using the diagnostic mechanisms built in the platforms. For example, IXL, Study Island and LEXIA track students' progress towards mastering CCSS standards. Within these platforms, we are able to generate diagnostic and analytic reports that could be readily available to RIDE upon request to determine the efficacy of virtual instructional days. Administration will also be conducting weekly check-ins with staff individually by phone. On March 20, 2020, each teacher's distance learning plan was posted on a portal within the SouthSide website at www.southsideelementary.org. This is an opportunity for teachers to share best practices and disseminate innovative ideas. Moving forward, we plan to invite families to share their experiences, pictures, testimonials, and videos which will be uploaded to a separate portal on the SouthSide website. This will be another strategy to keep families connected during distance learning and to share best practices.

2. Curriculum and Instruction

- a) Professional development on curriculum design for asynchronous instruction that considers developmental appropriateness:

Given the fact that the blended learning framework is already built in to SouthSide's charter, the members of the SouthSide team have received annual professional development on platforms that support blended and asynchronous learning. Additionally, five SouthSide teachers received ongoing job-embedded professional development and coaching delivered by the FUSE fellows from Highlander. The members of the SouthSide FUSE team also attended a full-day workshop in August of 2019 and the FUSE fellows visited SouthSide several times throughout the school year to conduct observations and provide feedback to our teachers. These authentic professional learning opportunities strengthened our teachers' ability to deliver blended and/or virtual instruction.

- b) Professional development on instructional and classroom management practices for virtual environments:

A member of the SouthSide FUSE team attended a workshop in October 2019 on how to manage virtual learning environments. The content of this training was then shared with the rest of the SouthSide staff. Additionally, SouthSide's Literacy Coach and Special Education Director provide teachers with ongoing, job-embedded coaching and support on classroom management practices in implementing IXL, Lexia and Think Central.

- c) Guidance on creating curriculum and content that is appropriate and meets fair use and copyright requirements:

SouthSide's Technology User Agreements address the issues of developmentally appropriate content that meets copyright requirements. SouthSide's teachers are not required to create their own curriculum. Instead, our school has purchased research-based curriculum that is already proven to be developmentally appropriate and aligned to CCSS and NGSS.

d) Instructional exemplars constructed to progress student learning in support of course objectives:

SouthSide's web-based learning platforms (ThinkCentral, Lexia, and IXL) provide students with opportunities to master content-specific skills. In the event that they have not mastered the skills, the platforms intuitively provide students with additional practice.

e) Plan for all subject areas and student subgroups:

Given SouthSide's large repertoire of web-based learning platforms, SouthSide has the ability to deliver instruction across all subject areas and student subgroups as follows:

Google Classroom – provides SouthSide's teachers with a platform for providing students with digital assignments, monitoring the completion of student work and communicating expectations and feedback.

Class Dojo – provides teachers with a mechanism to upload instructional videos and communicate important web-based assignments to all students in grades K-5 and their families.

Think Central – Students in grades K-5 use Think Central as the platform that is connected to SouthSide's GoMath! program. Within a virtual setting, teachers are able to assign Think Central concept videos to introduce math concepts and then post these videos on Class Dojo and/or Google Classroom. After watching the videos, students are then able to practice the skills they learned using the Personal Math Trainer which is a web-based program that intuitively monitors students' progress and mastery of skills. Teachers have real-time access to students' performance and are subsequently able to provide students with follow-up assignments as needed.

IXL – provides all of SouthSide's K-5 students with personalized learning experiences in Language Arts, Mathematics, Science and Social Studies and provides teachers with real-time diagnostics and actionable analytics to differentiate instruction. During an extended school closure, SouthSide's students are required to access IXL for a total of 2 hours (30 minutes per subject – Literacy, Mathematics, Science, and Social Studies).

Study Island – online resource for SouthSide's students in grades 3-5 designed to support and monitor students' mastery of CCSS and provide authentic assessment experiences that mirror what students will encounter on the state assessment. Teachers are able to differentiate instruction with the online assessment, practice and games that are assigned to each students' needs. Teachers also have the diagnostic tools at their fingertips for progress monitoring. During a school closure, SouthSide's students in grades 3-5 are required to use Study Island for a total of 60 minutes (30 minutes for English Language Arts and 30 minutes for mathematics).

Lexia – provides SouthSide's Kindergarten and first graders with web-based learning opportunities focused on the six aspects of reading instruction: phonological awareness, phonics, fluency, vocabulary, comprehension and structural analysis. Teachers are provided with data and student-specific resources for individual and small-group instruction. During a school closure, SouthSide's kindergarteners and first graders are required to use Lexia for 30 minutes per day.

Epic – all students in grades K-5 have online access to Epic which is a digital library comprised of 35,000 children's books. During school an extended school closure, SouthSide's teacher assign each child with specific books that are aligned to students' individual reading levels. Students are then

required to complete a reading log which reflects amount of time reading and the book that was read. SouthSide's students are required to show evidence of 30 minutes of daily reading as reflected on their reading logs.

Mystery Science – Teachers in grades 2-5 use Mystery Science as a vehicle to provide online science instruction. This free program uses film footage, animations, and online videos to deliver NGSS-aligned science content. Following each video, there are discussion questions that students can answer in Google Classroom for accountability purposes. There are also follow-up exploration activities that students can families can do together to extend and deepen their learning.

Prodigy – SouthSide's teachers in grades 1-5 use Prodigy to support students in mastering 1200 crucial math skills. The diagnostic mechanisms embedded within this program allow teachers to see which skills students have mastered and where they may need additional support and scaffolding.

Duolingo – SouthSide's Spanish teacher uses Duolingo to deliver web-based Spanish instruction to students in grades K-5. This free language-learning platform enables students to learn Spanish at their own pace by engaging in fun games that build on students' existing knowledge of the Spanish language. The teacher is able to use the diagnostic tools to monitor students' progress.

Brainpop – SouthSide's K-5 teachers use Brainpop videos to deliver science and social studies instruction to students. Teachers are able to assign Brainpop videos for students to watch during virtual learning days and require them to respond to questions posted on Google Classroom.

Flocabulary – SouthSide's K-5 teachers use Flocabulary to introduce concepts in math, language arts, science, social studies, current events, and social emotional learning. Within a virtual setting, teachers are able to assign a video for students to watch which is aligned to the content they are teaching and then assign students comprehension questions to answer. There are also vocabulary cards and other interactive activities that allow students to create their own rap based on the concept they learned.

Newsela – Students in grades K-5 will be assigned daily articles that are aligned to students' individual reading levels which also include comprehension questions and a prompt for constructed responses as well as a rubric to self-assess. Electronic assignments are then submitted to classroom teachers through google classroom and teachers will provide students with weekly grades and feedback.

ReadWorks – Students in grades K-5 will be assigned additional articles using ReadWorks. These articles will be used specifically for students to respond to a menu of questions in their electronic literature response journals via google classroom.

Khan Academy – Students in grades K-5 have access to Khan Academy as a supplementary tool to practice CCSS-aligned skills across content areas. This program enables teachers to view in real time which skills students have mastered.

f) **Tools to facilitate assessments to ensure student engagement and mastery:**

SouthSide's virtual learning platforms have assessments that are built in, intuitive and aligned to the content standards. For example, when using Lexia, students take a diagnostic test which determines their level of reading. As they successfully demonstrate mastery of each skill, students are progressed onto higher levels. The curriculum, instruction, and assessment embedded within this program are fully aligned and work together in a synchronized

manner.

g) Synchronous instructional supports for students seeking assistance:

Students who require synchronous instructional supports such as those on IEPs or our multilingual learners will be provided with the same supports, accommodations, and modifications that are referenced in their individual learning plans and IEPs. The special education staff and our MLL Specialist will be providing small group instruction via Zoom and pre-recorded videos uploaded to Youtube and Class Dojo. The members of our Special Education team and our MLL Specialist will also conduct personal phone conferences with families on a weekly basis to ensure that the goals on IEPs are being met through virtual learning.

h) Demonstration of comparable levels of rigor between online and offline instruction:

The web-based programs that our school had already purchased prior to the implementation of distance learning were researched, tested, and proven to be aligned to the CCSS and NGSS Standards and these programs are also differentiated and matched to the level of rigor that students would have experienced during offline instruction.

3. Technology and Supports

a) Technology standards that support complete access to online learning services and resources utilized during virtual instructional days:

Given the fact that SouthSide's charter already includes 1:1 technology and several web-based learning programs to support blended learning, our school was already equipped with the technological infrastructure to support virtual learning. Our teaching staff all have SouthSide laptops. Additionally, SouthSide's staff had already received an abundance of training in how to use our web-based effectively to maximize teaching and learning. The members of the SouthSide team were also trained by FUSE fellows from Highlander during the 2019-2020 school year. This training included a full-day retreat in August, 2019, and four site visits which entailed job-embedded coaching conducted by FUSE fellows and an additional site visit to another school in Warwick.

b) Procedures for identifying and resolving inequitable off campus student and teacher access to online services and resources:

On March 13, 2020, SouthSide administered surveys to all of SouthSide's students to determine that all students have equitable access to online services and resources. This data collection was then followed up by individual phone calls to each family conducted by the principal, social worker and classroom teachers to further assess which families needed support with accessing technology. Parents were then able to come to the school on March 18th, March 19th, and March 20th to pick up students' Chromebooks, chargers, GoMath! workbooks and other books from their children's classrooms. SouthSide staff are readily available to support parents who experience challenges with accessing technology, logging in to the web-based programs, etc. In fact, ALL families were provided with these supports during Open House which took place earlier in the year in September, 2019.

c) Technical solutions provided and/or supported for modifications and/or accommodations during virtual instructional days:

SouthSide's Special Education staff is fully equipped to provide our students with special needs with the same modifications and accommodations during virtual instructional days. Content is adjusted to students' individual levels, pacing is adjusted according to students' needs, and there will be weekly check-ins with the families of our students with special needs to ensure that students' IEP goals are being met. Additionally, our learning partners will be utilized strategically to support our students with special needs to ensure that they are completing assignments regularly.

- d) Acceptable use policies includes measures to ensure internet safety and security of students accessing school services and resources:
SouthSide's acceptable use policy is included in our family handbook which is posted on the SouthSide website at southsideelementary.org. Prior to transitioning to distance learning, students have received ongoing instruction in Internet Safety which was delivered by our health teacher and classroom teachers. This instruction emphasized how to stay safe on the Internet and students were also informed that the google classroom administrator closely monitors the sites children are accessing to ensure safety and security.
- e) Training provided to staff, students, and (if applicable) parents on how to access and use online services and resources:
Given the fact that SouthSide's charter already includes 1:1 technology for students and several web-based learning programs to support blended learning, our school was already equipped with the technological infrastructure to support virtual learning and teachers receive ongoing training in how to use technology to personalize and individualize learning. Staff had already received an abundance of training in how to use these programs effectively to maximize teaching and learning. The members of the SouthSide team were also trained by FUSE fellows from Highlander during the 2019-2020 school year. This training included a full-day retreat in August, 2019, and four site visits which entailed job-embedded coaching conducted by FUSE fellows and an additional site visit to another school in Warwick.
- f) Technical assistance and support offered during virtual Instructional days
Students and families will receive technical assistance from 8:00 a.m. until 8:00 p.m. Monday through Friday. The Technical Assistance hotline is: (401)871-3878 which is also the principal's phone number. In the event that the principal is not able to solve the technical problem, SouthSide's IT Coordinator Chris Avila will be readily available to assist families. Mrs. Avila's number is (401)419-4767. Classroom teachers have also provided families with their personal cell phone numbers and they are available to help families address technical issues.

Southside Elementary Charter School Distance Learning Plans

- **Kindergarten**
- **First Grade**
- **Second Grade**
- **Third Grade**
- **Fourth Grade**
- **Fifth Grade**
- **Arts**
- **Music**
- **Physical Education**
- **Multilingual Learners**
- **Special Education & Speech**

Kindergarten

Date: March 16

Class: Kindergarten

Teacher: Ms. Glennys M. Garcia

MATH

<p>Chapter 8, Lesson 8.4 Review: Compare Numbers to 20. https://www-k6.thinkcentral.com/content/hsp/math/gomath/common/video/video.html#videoid=ref:En_062</p> <p>Movement break after watching the video. Movimiento. https://youtu.be/_MVzXKfr6e8</p> <p>Activities /Actividades 1) Do Math packet Chapter 8, lesson 1, 2, 3, 4. Realiza las lecciones 1,2, 3, 4 del paquete de Matemática. 2) IXL website exercises: Letter D Realiza los ejercicios de matemática letra D.</p>	<p>Chapter 8, Lesson 8.5, Review 'Count to 50 by ones'. Cuenta hasta el número 50. https://www-k6.thinkcentral.com/content/hsp/math/gomath/common/video/video.html#videoid=ref:En_348</p> <p>Movement breaks after the video. Movimiento libre. https://youtu.be/0TgLf3PMOc</p> <p>Activities: 1) Do Math packet Chapter 8, lesson 5. Realiza capitulo 8 lección5. 2) IXL website exercises: Letter E Realiza ejercicios de la página web letra E.</p>	<p>Chapter 8, Lesson 8.6 Review 'Count to 100 by ones'. https://www-k6.thinkcentral.com/content/hsp/math/gomath/common/video/video.html#videoid=ref:En_349</p> <p>Movement breaks after the video. https://youtu.be/NWHc9MdkhWY</p> <p>Activities / Actividades 1) Do Math packet Chapter 8, lesson 6. 2) IXL website exercises: Letter E</p>	<p>Chapter 8, Lesson 8.7 / 8.8 Review 'Count to 100 by tens'. https://www-k6.thinkcentral.com/content/hsp/math/gomath/common/video/video.html#videoid=ref:En_350</p> <p>Movement breaks after the video. https://youtu.be/NWHc9MdkhWY</p> <p>Activities: 1) Do Math packet Chapter 8, lesson 7 and 8. Realiza el paquete de actividades de matemática capítulo 8 lección 7 y 8. 2) IXL website exercises: Letter E / F Realiza los ejercicios E/F de la página IXL.</p>
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SOCIAL STUDIES

- [SOCIETY](#)
- [COMMUNITY](#)

- **Distance Learning Plan
Language Art**

Reading:	Writing: Unit 3 Information	Phonics:	Sight Words							
<ul style="list-style-type: none"> 10 Minutes on Epic books assigned to each student on their reading levels after each book there is a quiz that the teacher will monitor and celebrate their growth and work with their needs. <table border="1" data-bbox="111 342 1066 592"> <tr> <td data-bbox="111 342 254 592"> Red Group Level A Benjamin A Abigail B Ja'Elis A/B </td> <td data-bbox="254 342 401 592"> Orange Level B/C Namari Christopher Alondra Madison B </td> <td data-bbox="401 342 533 592"> Green Levels B/C Aleksz Alexander Adriel Miguel </td> <td data-bbox="533 342 709 592"> Purple Levels C/D Alondra Maison Kalia Chloemichelle </td> <td data-bbox="709 342 810 592"> Blue Levels D-E Amir Kai </td> <td data-bbox="810 342 936 592"> Brown Levels E/F Alejandro Jurnee Zaiden </td> <td data-bbox="936 342 1066 592"> Pink Levels E/F Bryan Noah Carter Samantha </td> </tr> </table> <ul style="list-style-type: none"> 6 QUESTIONS ON READING AND WRITING IXL exercises, parents will revise with their students the exercises that they had completed and the ones that must be completed. 20 mins. 	Red Group Level A Benjamin A Abigail B Ja'Elis A/B	Orange Level B/C Namari Christopher Alondra Madison B	Green Levels B/C Aleksz Alexander Adriel Miguel	Purple Levels C/D Alondra Maison Kalia Chloemichelle	Blue Levels D-E Amir Kai	Brown Levels E/F Alejandro Jurnee Zaiden	Pink Levels E/F Bryan Noah Carter Samantha	<p>Students will write a how-to book following the guide that the teacher will upload through Class Dojo.</p>	<ul style="list-style-type: none"> Students will watch the following videos to practice phonemic awareness: <ul style="list-style-type: none"> Short a Short e Short i Short i Short o Short u Consonants Blends: <ul style="list-style-type: none"> https://youtu.be/xZe4NrJ-fzM L blends story Consonants digraphs: https://youtu.be/8fc_pnz1sh0 	<p>dent Will practice at words at home using the list uploaded in Class Dojo.</p>
Red Group Level A Benjamin A Abigail B Ja'Elis A/B	Orange Level B/C Namari Christopher Alondra Madison B	Green Levels B/C Aleksz Alexander Adriel Miguel	Purple Levels C/D Alondra Maison Kalia Chloemichelle	Blue Levels D-E Amir Kai	Brown Levels E/F Alejandro Jurnee Zaiden	Pink Levels E/F Bryan Noah Carter Samantha				

- [COMMUNITY HELPERS](#)

SCIENCE

- [A Trip to the Rainforest](#)

First Grade Assignments for the week of March 23, 2020

	Reading Click here for GetEpic (Class code is ZYR4404) Click here for IXL Click here for Lexia	Math Click here for math assignment - ThinkCentral Click here for Math Fluency Practice Click here for SplashLearn_ math fluency practice (Class code is UWVQTF)	Writing	Science / Social Studies/ Spanish / Art Class / PE Class
Monday March 23	<p>Activity: Read the story "Apple Picking" and Answer Questions</p> <p>*Story is at the bottom of this page.</p> <p>Lexia - 30 minutes</p> <p>IXL - Reading 30 minutes</p> <p>Click here for Sight Word Practice</p> <p>Click here to practice Sight Word Sentences</p>	<p>Activity: Go to ThinkCentral Click on To Do Tab</p> <p>Complete: Chapter Introduction</p> <p>Watch Lesson Video Lesson 10.1</p> <ul style="list-style-type: none"> • Share and Show • Homework <p>IXL (math) teacher recommendation under star (30 minutes)</p> <p>Math Fluency Practice (20 minutes)</p> <p>Optional:</p> <ul style="list-style-type: none"> • Enrichment • MegaMath 	<p>Activity: Write and draw about something you did over the weekend. Remember to include what you did, who was with you, how did you feel, what did you think.</p> <p>You should have at least 5 - 7 sentences of writing with a top quality picture.</p>	<p>Activity: Click here for Virtual Field Trips Go on a Virtual Field Trip</p> <p>Pick one place to visit.</p> <p>Where did you go?</p> <p>Write/Draw 3 things you learned on your trip.</p> <p>PE Activity: Go Noodle: www.gonoodle.com</p> <p>Click here for Workout</p>
Tuesday March 24	<p>Activity:</p>	<p>Activity: (ThinkCentral) Click on To Do Tab</p>	<p>Activity:</p>	<p>Art Activity</p>

	<p>Read the story "Fruit Salad" and Answer Questions</p> <p>*Story is at the bottom of this page.</p> <p>Lexia - 30 minutes</p> <p>IXL - Reading 30 minutes</p> <p>Click here for Sight Word Practice</p> <p>Click here to practice Sight Word Sentences</p>	<p>Watch Lesson Video Lesson 10.2</p> <ul style="list-style-type: none"> • Share and Show • Homework <p>IXL (math) teacher recommendation under star (30 minutes)</p> <p>Math Fluency Practice (20 minutes)</p> <p>Optional:</p> <ul style="list-style-type: none"> • Enrichment • MegaMath 	<p>Read a book. Draw and write what your favorite part of the book was and why was it your favorite part.</p> <p>Remember to write the title of the book as well as have a top quality picture.</p>	<p>Click here for Art Class Assignment</p> <p>PE Activity: Go Noodle: www.gonoodle.com</p> <p>Click here for Workout</p>
<p>Wed. March 25</p>	<p>Activity: Read the story "Tree Owl" and Answer Questions</p> <p>*Story is at the bottom of this page.</p> <p>Lexia - 30 minutes</p> <p>IXL - Reading 30 minutes</p> <p>Click here for Sight Word Practice</p> <p>Click here to practice Sight Word Sentences</p>	<p>Activity: Go to ThinkCentral Click on To Do Tab</p> <p>Watch Lesson Video Lesson 10.3</p> <ul style="list-style-type: none"> • Share and Show • Homework <p>IXL (math) teacher recommendation under star (30 minutes)</p> <p>Math Fluency Practice (20 minutes)</p> <p>Optional:</p> <ul style="list-style-type: none"> • Enrichment • MegaMath 	<p>Activity: Complete the grammar activities I recommended. It is listed under the star on the IXL page.</p>	<p>Activity: Click here for Virtual Field Trips Go on a Virtual Field Trip</p> <p>Pick one place to visit.</p> <p>Where did you go?</p> <p>Write/Draw 3 things you learned on your trip.</p> <p>PE Activity: Go Noodle: www.gonoodle.com</p> <p>Click here for Workout</p>

<p>Thurs. March 26</p>	<p>Activity: Read the story "Red" and Answer Questions</p> <p>*Story is at the bottom of this page.</p> <p>Lexia - 30 minutes</p> <p>IXL - Reading 30 minutes</p> <p>Click here for Sight Word Practice</p> <p>Click here to practice Sight Word Sentences</p>	<p>Activity: ThinkCentral Click on To Do Tab</p> <p>Watch Lesson Video Lesson 10.4</p> <ul style="list-style-type: none"> • Share and Show • Homework <p>IXL (math) teacher recommendation under star (30 minutes)</p> <p>Math Fluency Practice (20 minutes)</p> <p>Optional:</p> <ul style="list-style-type: none"> • Enrichment • MegaMath 	<p>Activity: Write and draw about your favorite winter activity. What is the activity? Why is it your favorite?</p> <p>*Top quality picture and at least 5-7 sentences.</p>	<p>Activity: Click here to watch Tricky Spider video</p> <p>Complete My Video Review My Video Review Sheet</p> <p>PE Activity: Go Noodle: www.gonoodle.com</p> <p>Click here for Workout</p>
<p>Friday March 27</p>	<p>Activity: Read the story "Zebra at the Zoo" and Answer Questions</p> <p>*Story is at the bottom of this page.</p> <p>Lexia - 30 minutes</p> <p>IXL - Reading 30 minutes</p> <p>Click here for Sight Word Practice</p>	<p>Activity: ThinkCentral Click on To Do Tab</p> <p>Watch Lesson Video Lesson 10.5</p> <ul style="list-style-type: none"> • Share and Show • Homework <p>IXL (math) teacher recommendation under star (30 minutes)</p> <p>Math Fluency Practice (20 minutes)</p> <p>Optional:</p> <ul style="list-style-type: none"> • Enrichment • MegaMath 	<p>Activity:</p> <p>If you could be any animal, what would you be and why?</p> <p>Remember to include a top quality picture and 5- 7 sentences.</p>	<p>Spanish</p> <p>Click here for your Spanish Assignment</p> <p>PE Activity: Go Noodle: www.gonoodle.com</p> <p>Click Here for Workout</p>

	Click here to practice Sight Word Sentences			
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Students should work on the following activities **DAILY**:

- Reading Log (20 Minutes)
- Lexia (30 minutes)
- IXL (30 minutes)
- Math Flash Card Fluency Practice
- Physical Activity (30 minutes) [Click here for GoNoodle](#)

2nd Grade: Week of March 23rd Distance Learning Plan



	Monday	Tuesday	Wednesday	Thursday	Friday
Writing	<p>Have students watch a video on stretching out a sentence (adding details). https://www.youtube.com/watch?v=M6g4bxJBjcU</p> <p>Then complete writing assignment for 3/23 in the packet of work sent home.</p>	<p>Complete writing assignment in packet for 3/24.</p> <p>IXL- 20 mins (2nd grade language arts-cc activities)</p>	<p>Complete writing assignment in packet for 3/25.</p> <p>IXL- 20 mins (2nd grade language arts-cc activities)</p>	<p>Complete writing assignment in packet for 3/26.</p> <p>IXL- 20 mins (2nd grade language arts-cc activities)</p>	<p>Complete writing assignment in packet for 3/27.</p> <p>IXL- 20 mins (2nd grade language arts-cc activities)</p>
Math	<p>Have students log on to ThinkCentral. To do: Watch lesson 8.1 video. -complete share and show, then homework page. IXL- complete star activities (20 mins) -Complete one math worksheet from packet sent home. <i>Optional: Prodigy</i></p>	<p>Have students log on to ThinkCentral. To do: Watch lesson 8.2 video. -complete share and show, then homework page. IXL- complete star activities (20 mins) -Complete one math worksheet from packet sent home. <i>Optional: Prodigy</i></p>	<p>Have students log on to ThinkCentral. To do: Watch lesson 8.3 video. -complete share and show, then homework page. IXL- complete star activities (20 mins) -Complete one math worksheet from packet sent home. <i>Optional: Prodigy</i></p>	<p>Have students log on to ThinkCentral. To do: Watch lesson 8.4 video. -complete share and show, then homework page. IXL- complete star activities (20 mins) -Complete one math worksheet</p>	<p>Have students log on to ThinkCentral. To do: Watch lesson 8.5 video. -complete share and show, then homework page. IXL- complete star activities (20 mins) -Complete one math worksheet from packet sent home. <i>Optional: Prodigy</i></p>

				from packet sent home. <i>Optional: Prodigy</i>	
Reading	<p>Silent Reading time- 20 mins either on EPIC or books at home.</p> <p>-After reading students will respond to a book they read using a prompt of their choice in their reader response notebook.</p> <p>-IXL 20 mins (language arts choice of any reading foundation activity a-o) or students who have lexia go on that!</p> <p>-complete one phonics/comprehension worksheet from packet sent home.</p>	<p>Silent Reading time- 20 mins either on EPIC or books at home.</p> <p>-After reading students will respond to a book they read using a prompt of their choice in their reader response notebook.</p> <p>-IXL 20 mins (language arts choice of any reading foundation activity a-o) or students who have lexia go on that!</p> <p>-complete one phonics/comprehension worksheet from packet sent home.</p>	<p>Silent Reading time- 20 mins either on EPIC or books at home.</p> <p>-After reading students will respond to a book they read using a prompt of their choice in their reader response notebook.</p> <p>-IXL 20 mins (language arts choice of any reading foundation activity a-o) or students who have lexia go on that!</p> <p>-complete one phonics/comprehension worksheet from packet sent home.</p>	<p>Silent Reading time- 20 mins either on EPIC or books at home.</p> <p>-After reading students will respond to a book they read using a prompt of their choice in their reader response notebook.</p> <p>-IXL 20 mins (language arts choice of any reading foundation activity a-o) or students who have lexia go on that!</p> <p>-complete one phonics/comprehension worksheet from packet sent home.</p>	<p>Silent Reading time- 20 mins either on EPIC or books at home.</p> <p>-After reading students will respond to a book they read using a prompt of their choice in their reader response notebook.</p> <p>-IXL 20 mins (language arts choice of any reading foundation activity a-o) or students who have lexia go on that!</p> <p>-complete one phonics/comprehension worksheet from packet sent home.</p>

<p>Science/ Social Studies</p>	<p>Science Work on animal research project- if students don't remember their animal they can choose another one. Answer the following questions on a sheet of paper (what habitat does it live in, what does the habitat look like, and what does the animal look like- 3 facts) Use following sites to find research: https://kids.nationalgeographic.com or https://www.getepic.com</p>	<p>Social Studies IXL- 30 mins Social studies-Geography A.4, A.5, A.6 activities</p>	<p>Science Work on animal research project- if students don't remember their animal they can choose another one. Answer the following questions on a sheet of paper (what habitat does it live in, what does the habitat look like, and what does the animal look like- 3 facts) Use following sites to find research: https://kids.nationalgeographic.com or https://www.getepic.com *When finished with research on animal, students can begin project displaying what they learned (shoebox habitat with animal, poster board, puppet, ect.) Be as creative with what you have at home as you want!</p>	<p>Social Studies IXL- 30 mins Social studies- Geography A.4, A.5, A.6 activities</p>	<p>Science Work on animal research project- if students don't remember their animal they can choose another one. Answer the following questions on a sheet of paper (what habitat does it live in, what does the habitat look like, and what does the animal look like- 3 facts) Use following sites to find research: https://kids.nationalgeographic.com or https://www.getepic.com *When finished with research on animal, students can begin project displaying what they learned (shoebox habitat with animal, poster board, puppet, ect.) Be as creative with what you have at home as you want!</p>
<p>Social Emotional Learning (SEL)</p>	<p>Have students watch the video below on how to make a fortune teller out of paper. https://www.youtube.com/watch?v=TZauQZzXXc4 After watching video, students can decorate it as desired with positive, uplifting messages to</p>	<p>Watch Flocabulary video on managing worry- take quiz afterwards. https://www.flocabulary.com/unit/managing-worry/</p>	<p>Watch Flocabulary video on needs and wants- take quiz afterwards. https://www.flocabulary.com/unit/needs-wants/</p>	<p>Think Outside the box Thursday Worksheet that was sent home in packet. *Students can</p>	<p>Watch Flocabulary video on overcoming obstacles- take quiz afterwards. https://www.flocabulary.com/unit/helen-keller/</p>

	<p>keep them motivated. I will be posting an example of one I made for them to reference on dojo. :)</p> <p>When finished, they can use this whenever they like! To help them stay calm, focused, ect.</p>			<p>take as much time as needed. When finished please send me a picture of what they made so I can post it on dojo. :)</p>	
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Important Information to note:

- *Please make sure your child completes all work daily before 3pm. Myself and Ms.LaFlesh will be checking ThinkCentral, IXL, Prodigy, EPIC, and Lexia to make sure students are completing assignments.*
- *At the end of each day please send me a picture of your child's response to the book they read today in thier reader response notebook. It is so important that students are reading for at least 20 mins every day! I forgot to send home a reading log, that is why I would like the daily confirmation through picture of what they read.*
- *Have your child take movement breaks as needed throughout the day! I suggest after each academic block.*
- *Please make sure your child is completing just one math and one phonics/comprehension worksheet a day. The packet is meant to last for two weeks.*
- *If your child is getting frustrated and really isn't understanding something or vice versa please reach out to me! I am available to help as needed through dojo or email: samato@southsideelementary.org*
- *Please check class dojo everyday. I will be posting daily to check in with everyone, and also to post different math challenges, read alouds, and pictures for reference as needed.*

Third Grade Remote Learning Plan:

Math: Students can access Think Central for instructional videos and teacher will assign Personal Math Trainer assignments for each lesson. Students will also have practice assignments posted on Study Island, IXL, and Google Classroom.

Reader's Workshop: Teacher will post mini lessons on YouTube Chanel (Ms. Hazard's Thirds) as well as Google Classroom and assign reading practice on ReadWorks. Students can also access Study Island, IXL and Google Classroom for practice.

Writer's Workshop: Teacher will post mini lessons on YouTube Chanel (Ms. Hazard's Thirds) as well as Google Classroom and assign writing practice on Study Island.

Science/Social Studies: Students can access assignments through Science a-z, IXL, and ReadWorks.

- In addition to using the above sites daily (at least 30 minutes on each site) to keep student learning on track, they can also access Khan Academy, Epic (there are books assigned), and Flocabulary for extra practice.
- Students also have a quite lengthy hard copy packet that was sent home that they should be completing.
- In order for students to have accountability and for the teacher to keep track of student work and learning teacher will be checking IXL and Study Island data daily. These site not only collect data but they also show how much time each student is spending on the assignments posted. All assignments posted on Google Classroom are to be turned in each day to score as well. I will use the data collected to differentiate activities being assigned. Furthermore any reading practice assigned through Readworks will be coupled with comprehension questions that student will need to answer and submit to me.
- I will be checking student activity and data daily as well as assigning differentiated work for students based on this data. I will also be checking in with parents through Class Dojo on student activity expectations.
- I suggest students follow the schedule below

Math	Movement Break	Reader's Workshop/ Literacy	Writing	Movement Break	Silent Reading	Social Studies/ Science (alternate days)
-30 Mins on ThinkCentral (watch	-See Ms. Hannah's movement	-10 Minute YouTube/Google	-10 Minute YouTube/Google	-See Ms. Hannah's movement	-25 Minutes. Students can read	30 minutes on Science A-Z or IXL

<p>lesson video and complete personal math trainer assignment posted)</p> <p>-30 Mins on IXL Third Grade math Teacher recommendations or Study Island posted Math assignments</p>	<p>recommendation (30 Mins)</p>	<p>Classroom mini lesson -30 Mins Readworks assignment posted</p> <p>-30 Minutes Study Island assignment posted Or 30 minutes IXL third grade ELA teacher recommendations</p>	<p>Classroom mini lesson</p> <p>-30 Minutes Study Island posted Writing practice</p>	<p>recommendation (30 Mins)</p>	<p>a book they have at home or access Epic and fill out daily reading log sent home</p>	<p>third grade Science or Social Studies.</p>
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Fourth Grade Distance Learning Plan

Math **Objective:** Start teaching/getting students familiar with GoMath Chapter 9: Relate Fractions and Decimals **Methods**

- Assign students to watch Interactive Student Edition videos and complete Personal Math Trainer on ThinkCentral
- Assign students to watch Math on the Spot chapter 9 video tutorials on ThinkCentral
- Create brief video tutorials using ScreenCastify and link them on Google Classroom and/or Class Dojo
- IXL assignments that correspond with chapter 9
 - What decimal is illustrated?
 - Model decimals and fractions
 - Decimal number lines
 - Convert fractions and mixed numbers to decimals-denominators of 10 and 100
 - Equivalent fractions
 - Count coins and bills
 - Find the price, change, or amount paid
 - Compare money amounts
 - Compare decimals on a number line
 - Compare decimals and fractions
- Study Island assignments that correspond with chapter 9
 - Compare decimals
 - Decimal fractions
 - Money

Reading **Objective:** Have students reading leveled texts that are just right for them, completing comprehension activities, and writing constructed responses to text using the RACE format. **Methods**

- Assign articles from readworks and Newsela on Google Classroom based on text level for different groups
 - Assign the comprehension quizzes and vocabulary activities that come with the articles
 - Create constructed response prompts that students can type a response to and submit on Google Classroom

- Provide timely feedback for students on their constructed responses and have them revise their writing
- Daily Study Island assignments for reading under Reading Literature and Reading Informational Text (watch lesson and complete practice)
 - Differentiation: assign grade 2 and 3 assignments for Guided Reading Group 1 (Efrain, Stephany, Jazzmyne, Teyana) and 2 (Linwood, Andrew, Crisleidy, Amanda)

Writing **Objective:** Have students continue practice writing with the units that we have already completed (narrative, opinion, informational). **Methods**

- Assign/create writing prompts on Study Island for students to respond to
- Assign students lessons on Study Island
 - Opinion Writing
 - Narrative Writing
 - Editing
 - Revising
- Assign grammar practice on IXL (review)
 - Verb Types
 - Capitalization
 - Nouns
 - Sentences, Fragments, and Run-ons

Science **Objective:** Review previous science topics with students. **Methods**

- Assign skills on IXL
 - Force and motion
 - Electricity
 - Natural resources
- Embed science in reading assignments that are posted by selecting passages that cover a variety of science topics
- Virtual field trips

Social Studies **Objective:** Have students continue learning about history (The American Revolution) in our Reader's Workshop unit, and practice with other concepts. **Methods**

- Link texts from Lucy Calkins Reading History Unit on Google Classroom

- Assign review skills on IXL
 - Maps
 - Oceans and Continents
 - American Revolution

- Virtual field trips

****Accountability**** Data will be reviewed every day using Think Central, Readworks, Google Classroom, etc. Emails and Dojo Stories will be posted with assignments. I will monitor student usage throughout the day and provide immediate feedback to any work that students are doing. Families who are not on dojo (only a few) will be sent another request to join. Families of students who are not accessing programs and video tutorial lessons that I create will be contacted directly through dojo, email, or phone. I will also make myself available for video calls to check in with students to answer questions and encourage accountability.

Monday 3/23

Morning Creativity: Read Aloud and Drawing Challenge with author Debbie Ridpath Ohi

- Directions: Click on the link <https://www.youtube.com/watch?v=iSBVQ7E3G-M> Watch the video. When you're finished, complete the drawing challenge on a piece of paper! If you can, send me a picture of your drawing via email or classdojo.

Explore Time: Memory Scavenger Hunt

- Directions: Use the chart below to locate objects inside or outside your current surroundings. When you find the item, write what the item is on paper, or on your computer. If needed, use this sentence stem: A _____ reminds me of _____ because _____. Send me a picture of one of your items!

- An object that reminds you of something you love
 - A. n object that reminds you of being five years old
 - An object that reminds you of summer time
 - An object that reminds you of summer time

- An object that reminds you of your family
- An object that reminds you of your favorite trip
 - An object that reminds you of your favorite holiday

- ☐ An object that reminds you of your favorite holiday

Reading: Google Classroom Assignment: Importance of Storytelling

- Directions: Please sign on to Google Classroom and read two of the articles in the text set under the assignment called "Importance of Storytelling". After you read, please complete the activities that go with each article. Then, using Google Docs, send me a RACE response to the question: **Why do our stories matter?** Use 3 pieces of text evidence! You can share your google document to me using my email. Lastly, please access Study Island Reading for 30 minutes. **Please access Lexia for 20 minutes if you use this program**

Math: Lesson 9.1 Relate Tenths and Decimals

- Directions: Please sign onto Think Central and watch the Interactive Student Edition for lesson 9.1. Complete **all assignments** on Personal Math Trainer for 9.1 (share and show, homework, performance task, etc.) Then, please access IXL **Grade 4 Math T1**. Lastly, access Study Island Math for 30 minutes.

Fitness: Get moving using Go Noodle!!

- Directions: On a computer or chromebook, head to www.gonoodle.com. If you are using an ipad/tablet or smartphone, you can download the app. Please get moving with the app for 30 minutes. Then, go for a walk, run, or bike ride outside! If it's rainy, please complete [Mrs. Randle's bootcamp!](#)

Writing: Journal Prompts and Study Island

- Directions: Please write in a journal for 30 minutes using the writing prompts that were sent home in your packet. You may also send me your response via email. Then, complete the Study Island writing Assignment called "At Home Writing #1".

Tuesday 3/24

Morning Creativity: How Could You Survive a Landslide?

- Directions: Please use the link to complete this activity from Mystery Science <https://mysteryscience.com/rocks/mystery-4/erosion-natural-haza-rds-engineering/58?code=NDEwMDY3MDQ&t=student#slide-id-0> If you do not have post-it notes, just use any scrap paper. If you cannot print the design sheet, you can also just use any scrap paper to draw your design. Send me a picture of your design on Class Dojo!

Explore Time: Virtual Field Trip

- Directions: Please use the link and choose from 30 virtual field trips! [Virtual Field Trips](#) Spend 20 or 30 minutes exploring the field trip. Then, using Google Docs, please copy the [Virtual Field Trips Response](#) **into a separate document**, answer the questions, and share it with me.

Reading: Colonization & Revolutionary War

- Directions: On Google Classroom, please access the assignment called "[Readworks: Colonization & Revolutionary War - The Declaration of Independence.](#)" Complete the reading, comprehension, and vocabulary activity. Be sure to turn it in on Google Classroom when you're finished! Finally, please access Study Island Reading for 30 minutes. **Please access Lexia for 20 minutes if you use this program**

Math: Lesson 9.2 Relate Hundredths and Decimals

- Directions: Please sign on to Think Central and watch Interactive Student Edition video for lesson 9.2 and Math on the Spot Tutorial for 9.2. Complete **all assignments** on Personal Math Trainer (share and show, homework, etc.) Lastly, please complete [IXL grade 4 math T2 and T7](#).

Fitness: Tabata and Outside Movement

- Directions: Please complete this [Tabata workout](#) 3 times! Then, get outside for a walk, run, bike ride, jump rope, basketball, etc. (30 mins)

Writing: Journal Prompts and IXL

- Directions: Please choose one of the writing prompts included in your packet. Then, please access [IXL grade 4 QQ1 and RR2](#) for some grammar review.

Wednesday 3/25

Morning Creativity: How does your brain control your body?

- Directions: Please complete this activity on Mystery Science <https://mysteryscience.com/body/mystery-4/brain-nerves-information-processing/62?code=NDEwMDY3MDQ&t=student#slide-id-0>

Explore Time: Virtual Field Trip

- Directions: Please use the link and choose from 30 virtual field trips! [Virtual Field Trips](#) Spend 20 or 30 minutes exploring a virtual field trip that you haven't done yet. Then, using Google Docs, please copy the [Virtual Field Trips Response](#) **into a separate document**, answer the questions, and share it with me.

Reading: Colonial Times and the American Revolution

- Directions: On Google Classroom, please access the assignment called "Colonial Times and the American Revolution." Choose two of the articles to read and complete all the activities that go along with it. Be sure to turn it in on Google classroom when you finish! Lastly, please access Study Island Reading for 30 minutes. **Please access Lexia for 20 minutes if you use this program**

Math: Lesson 9.3 Equivalent Fractions and Decimals

- Directions: Please sign on to Think Central and watch Interactive Student Edition video for lesson 9.3 and Math on the Spot Tutorial for 9.3. Complete **all assignments** on Personal Math Trainer 9.3. Next, please complete **IXL grade 4 math T5**. Lastly, please access Study Island grade 4 math for 20 minutes.

Fitness: HIIT workouts

- Directions: Use this link to try out some HIIT workouts! (30 mins) <https://www.youtube.com/channel/UCokO71NW3TgndaSNyHIqwtQ>
Put on your favorite song and dance, dance, dance! (30 mins)

Writing: Study Island Writing Prompt: Extreme Weather

- Directions: Please log on to Study Island and complete the writing assignment called "Writing At Home #2".

Thursday 3/26

Morning Creativity: Creating Renewable Energy Plans

- Directions: Please use this link to complete the activity "Where Does Energy Come From?" on Mystery Science. <https://mysteryscience.com/energy/mystery-8/renewable-energy-natural-resources/269?code=NDEwMDY3MDQ&t=student#slide-id-0> If you cannot print the handouts, you can write your answers on any scrap paper. You can still read the passages you need to by clicking on the links to the handouts, under "Activity Prep." Send me an email or dojo message with one of your brilliant ideas! Explore Time: Virtual Field Trip

- Directions: Please use the link and choose from 30 virtual field trips! [Virtual Field Trips](#) Spend 20 or 30 minutes exploring a virtual field trip that you haven't done yet. Then, using Google Docs, please copy the [Virtual Field Trips Response](#) into a separate document, answer the questions, and share it with me.

Reading: Can the Amazon be saved?

- Directions: On Google Classroom, please complete the assignment "Can The Amazon Be Saved?" This includes reading and comprehension questions. Be sure to turn it in when you finish. Then, in a google document please write a RACE response to the question: **How can the Amazon Rainforest be saved?** Use 3 pieces of text evidence! Then share your response with me via google documents. **Please access Lexia for 20 minutes if you use this program**

Math: Lesson 9.4 Relate Fractions, Decimals, and Money

- Directions: Please access Think Central and watch Interactive Student Edition for 9.4. Complete **all assignments** on Personal Math Trainer for 9.4. Watch Math on the Spot Tutorial 9.4. Then, please complete **IXL Grade 4 Math M1**. Lastly, please access Study Island grade 4 math for 20 minutes.

Fitness: Yoga Time!

- Directions: Please do 30-40 minutes of yoga using the link below. https://www.youtube.com/channel/UC5uIZ2K0ZZeQDQo_Gsi_qbQ Then, get outside and get moving for the remaining 20 minutes! If it's raining, complete [Mrs. Randle's bootcamp!](#)

Writing: Journal Writing

- Directions: Please complete one of the journal prompts from your packet. You can also email me your response! Then, please access **IXL Grade 4 Language Arts Q1**.

Friday 3/27

Morning Creativity: Free Choice

- Directions: Draw, paint, write- do anything creative! Use recycled materials to invent something! Send me a picture on Class Dojo of what you create!

Explore Time: Virtual Field Trip

- Directions: Please use the link and choose from 30 virtual field trips! [Virtual Field Trips](#) Spend 20 or 30 minutes exploring a virtual field trip that you haven't done yet. Then, using Google Docs, please copy the [Virtual Field Trips Response](#) **into a separate document**, answer the questions, and share it with me.

Reading: Characters Who Change Their Mind

- Directions: Complete the assignment "Characters Who Change Their Minds." This includes the two readings and comprehension questions. Be sure to turn it in when you are done. Then, using google docs, please write a summary of one of the texts. A summary should be 5-6 sentences and mention the most important parts of what you read. Share it with me on google docs. Then, please access Study Island Reading for 20

minutes. Lastly, read a book of your choice for 15 minutes. Send me a picture of the book you chose!
Please access Lexia for 20 minutes if you use this program

Math: Lesson 9.5 Problem Solving: Money

- Directions: Please access Think Central and watch Interactive Student Edition for 9.5. Complete **all assignments** for 9.5 Personal Math Trainer. Watch Math on the Spot Tutorial 9.5. Then, please complete **IXL Grade 4 Math M7**. Lastly, please access Study Island grade 4 math for 20 minutes.

Fitness: Go Noodle Indoor Recess

- Directions: Please access the [Go Noodle Indoor Recess](#) activities. Choose one video to do. Then, access the [Go Noodle Zumba](#) activities. Choose three videos to do. Lastly, get outside for some fresh air!

Writing: Friday Letters and Study Island

- Directions: Please type up a Friday Letter to me and share it with me on google documents. Then, please access **Study Island Grade 4 Writing** for 30 minutes.

5th grade Distance Learning Plan

Poetry/ELA

- Students will use GoogleDoc where I will assign poems for students to respond to. On a GoogleDoc students will respond to three questions to guide their thinking as they read.
- Students will also listen to an audiobook on Mars Patel and provide a summary of each episode. As students complete their assignments, we will provide individual feedback to students.
- Reading Log will be used online and students will record the amount of time they are reading each day.
- Additional online resources:(there will be a specific amount of time that needs to be completed on a weekly basis for IXL and Study Island. We will monitor it weekly)
 - IXL
 - Study Island
 - Epic
 - ActivelyLearn
 - NewsELA
 - DOGONews
 - Scholastic

Math

- Students will have access to ThinkCentral videos. There will be GoogleForms created so students can complete the math worksheets connected to the lesson. Students also have physical copies of the worksheets that were uploaded online.
- Students will have additional access to online resources such as:(there will be a specific amount of time that needs to be completed on a weekly basis for IXL and Study Island. We will monitor it weekly.)
 - StudyIsland
 - IXL
 - Freckle
 - Khan

RACE/ Writing

- Students will access the articles on Google Classroom and complete the constructed response on a separate Google Doc.

Science

- Students will access the links to Mystery Science lessons online. In addition, students will write their predictions and observations on a GoogleForm.

Get your Body Moving

- Students will also access videos to engage in different physical activities such as Just Dance, Tabata's, and Mindfulness Videos

Spanish

- Students will have access to Duolingo where they can complete different activities.

Art Distance Learning Plan

My plan for distance learning will be for students to view a work of art or watch a video about an artist. Students would then be asked to answer prompts about works of art. Students would answer questions that ask them what elements of art they notice, what this work makes them think of, and/or give their opinion about a work of art. The writing prompts would be grade level appropriate. Responding to art is a National Core Arts standard. Many works of art are also available in virtual museums so that they could see the scale of the work.

I will also include virtual gallery and museum tours. For the virtual tours, I will ask students to pick a work of art that they would like to talk about. There will be grade level appropriate prompts for them to help them write about a piece of artwork.

I set up class dojo so that it is accessible to students and so that they would be able to submit their work to me.

This is next week's plan (March 25):

Grades K-2

Take a virtual tour of a local art gallery:

https://www.youtube.com/watch?v=LafNAhVT8IY&feature=youtu.be&fbclid=IwAR0D1C4_q29CAm2ifbeWCKAJhxvDPun_lwOW6lzACgIbF4BwVLkQtJTFJo



Look at the picture above.

3 things that I noticed:

Use this picture for inspiration: Draw a picture! Use any supplies you have at home.

Grades 3-5 activity

https://www.youtube.com/watch?v=LafNAhVT8IY&feature=youtu.be&fbclid=IwAR0D1C4_q29CAm2ifbeWCKAJhxvDPun_lwOW6lzACgIbF4BwVLkQtJTFJo

Take a virtual tour of the Providence Gallery, Sprout! Pick your favorite from this video (you can pause it or go back and watch it again)

Look for your favorite work of art and answer the questions.

1. Title of work
2. What are 2 things you noticed about it? (use complete sentences)
3. Why do you think this work of art was chosen to hang in the gallery?
4. Is there something in the work you would like to try yourself in your own artwork?
5. Using this picture for inspiration, draw a picture using the supplies you have at home!

Distance Learning for Music Education

Dear Families, we are starting our **End of the Year Talent Show** process. If students would like to participate, please refer to the guidelines page at the end of this document. Below are resources your children are familiar with. They can use these over the break to continue their music experience. I am also sending out grade level projects separately. Please contact me with any questions through e-mail hresseger@southsideelementary.org or by phone 401-473-4372

Southside Shark Soundcloud Page: <https://soundcloud.com/user-73318916>

Students can listen to songs and practice songs for upcoming music videos.

Note: when we return, songs for video projects will be re-recorded with student vocals.

Kindness is A Muscle: Sing & Dance Along!

- Kindness is A Muscle Lyric Version: https://youtu.be/BXAo_5voOP0
- Kindness is A Muscle Music Video: <https://youtu.be/tP4gLX8FBDA>

Playing For Change: Re-Imagine A World Connected By Music <https://playingforchange.com/>

Beatmaking:

<https://www.incredibox.com/>

<https://intro.novationmusic.com/viral-hiphop>

Beatboxing:

Beatboxing For All: https://youtu.be/p5v8EOK_fwM

Butterscotch "Summertime": <https://www.youtube.com/watch?v=lniRsObIZSg>

Spencer X Tutorial for Beginners: <https://youtu.be/EAHExoZlgjM>

Picky Song: <https://soundcloud.com/user-73318916/picky> (PE/Health Connection)

Flocabulary: <https://www.flocabulary.com/subjects/>

Login: wrandle@southsideelementary.org Password: 12341234

Carnegie Hall - Musical Explorers: <https://www.carnegiehall.org/Education/Educators/Musical-Explorers/Digital/Core-Activities#activities>

Activity:

Explore Scales and Melodic Contour

- Sing the notes of a major scale while touching the corresponding points on your body indicated below. This scale can be sung using scale degrees, solfège, or the names of the corresponding body part.

SCALE DEGREE	SOLFÈGE	BODY PART
---------------------	----------------	------------------

1	do	toes
2	re	ankles
3	mi	knees
4	fa	hips
5	sol	waist
6	la	shoulders
7	ti	head
8	do	hands in the air

- Reverse the scale direction, starting from the top and going down the scale.
- You can also try this out with different scales, including minor and pentatonic scales.

Southside End of the School Year Talent Show!

Guidelines

- Acts can be solo, partner or small group.
- Acts can range from 1 minute to 4 minutes in length.
- Acts can include singing, dancing, live instruments, poetry/spoken word, stand up comedy, rap, or beatboxing.
- All performances must be appropriate and approved by Miss Hannah.
- Auditions will be required to enter the show.
- Note: Original pieces are preferred.

Week 1: March 23-27, come up with ideas for what you would like to perform.

Week 2: March 30- April 3, submit ideas to Miss Hannah at hresseger@southsideelementary.org for approval. Once acts are approved students can begin to rehearse.

Submissions will be accepted through the month of April.

TBD: When we return to school, students who have been approved to participate can audition to be in the Talent Show. If the break continues, videos can be submitted through Class Dojo, You Tube, or e-mail.

Distance Learning for Physical Education & Health

Children should be physically active for 60 minutes a day!

Motto: Be Safe, Have Fun & Keep Moving!

Hi families, below are resources your children can use to stay active at home. Most of the students are already registered with the Kids Heart Challenge. This interactive website has games, activities, and quizzes they should be doing for class. When we return we are starting Jump Rope for Heart and our Big Event so if you have jump ropes at home please let the students get started!

American Heart Association - Kids Heart Challenge:

- How to Register: https://www2.heart.org/site/SPageNavigator/khc_resources_search.html
- Heart Hero Intros: <https://youtu.be/1vR0VsSGNq8>
- Main Program: <https://youtu.be/SJ1fq91dikM> (interactive)
- Dance Promo: https://youtu.be/ZkflLjQo_ZE
- App: Kids Heart Challenge

Open (Online Physical Education Network): Active Home Lesson Plans <https://openphased.org/activeschools/activehome>

Go Noodle: www.gonoodle.com

Tabata: 4 minute workout! <https://youtu.be/Z4ziWoCuf5g>

HIIT Workouts: High Intensity Interval Training <https://www.youtube.com/channel/UCokO71NW3TgndaSNyHIqwtQ>

Kids Workout: 25 minutes <https://youtu.be/dhCM0C6GnrY>

Peek A Boo Kids: Health related cartoons https://www.youtube.com/channel/UCx1J45KjG4XVcQ_hd8j227A

Cosmic Kids Yoga: https://www.youtube.com/channel/UC5uIZ2KOZZeQDQo_Gsi_qbQ

- Example - Pirate Yoga: https://youtu.be/T_0P5grVoyg

Just Dance: <https://www.youtube.com/channel/UC0oefYX4YxrPA-abpa8Is2A>

MLL Remote Learning

Following the websites to access at home.

Listening, Reading, and Writing

a. <https://www.readworks.org>

First graders

How to get students to their assignments

1. Have students go to www.readworks.org/student
 2. Students enter class code **2QZHAG**
 3. Tell your child that their default password is **1234**
-

Second graders

How to get students to their assignments

1. Have students go to www.readworks.org/student
 2. Students enter class code **XQXF6R**
 3. Tell your child that their default password is **1234**
-

Third graders

How to get students to their assignments

1. Have students go to www.readworks.org/student
2. Students enter class code **X6HDYD**
3. Tell your child that their default password is **1234**

Fourth graders

How to get students to their assignments

1. Have students go to www.readworks.org/student
2. Students enter class code **L7S3RP**
3. Tell your child that their default password is **1234**

b. <https://www.esl-lab.com/easy/school-schedule/>

General ESL Listening Quizzes

Activities at Randall's ESL Cyber Listening Lab focus on everyday English comprehension skills at three levels based on content, voices, vocabulary, and natural speed. A combination of adult, teenage, and children's voices are included.

c. <https://www.duolingo.com/learn/>

Duolingo offers 11 completed language courses for English speakers, 2 beta languages, and 8 languages still “hatching” in their incubator form. Duolingo also includes language courses for speakers of languages other than English.

d. <https://www.splashlearn.com/>

- Supplement classroom teaching with home assignments
- Boost fluency via regular math facts practice at home
- Involve parents in students' learning via shared reports

Splash Learn Website Platform Students Information (All passwords are 1234)

- a. **Kinder Gardeners** - Class Code - WPFVDKD /
- b. **First Graders** - Class Code - XMBWHS /
- c. **Second Graders** - Class Code - DCOSJB /
- d. **Third Graders** - Class Code - SXUGSA /
- e. **Fourth Graders** - Class Code - JXUKIM /

Reading and Writing

MLL's

Read works website platform.
www.readworks.org

- a. MLL's are assigned to read passages according to their reading level.
- b. MLL's are assigned to listen to the stories and answer comprehension questions according to the text.
- c. MLL's are assigned to do the activities regarding the text.
- d. MLL's are assigned to to the following:
 1. Questions sets
 2. Vocabulary support
 3. Audio
 4. Step reads
 5. Vocabulary Activity
 6. eBooks

MLL's

ESL LAB Website Platform

www.esl-lab.com <https://www.esl-lab.com>

MLL's are assigned to do the following activities:

- a. Listen to the story
- b. Answer the quizzes
- c. Practice vocabulary
- d. Comprehension questions

MLL's

DUOLINGO Website Platform <https://www.duolingo.com/learn/>

MLL's are assigned to do the following activities:

- a. Listen to the words, phrases, and sentences.
- b. Continue until you get the first medal.
- c. Practice the vocabulary, read the words, type the correct answer.
- d. Quizzes at the end of each lesson.

Google docs.

- a. Students will share their answers to the teacher using google docs.
- b. Teachers will keep track of their responses daily.

Math

Splash Learn Website Platform <https://www.splashlearn.com>

MLL's are assigned to do the following activities:

- a. Addition, Subtraction, Advanced Addition, Advanced Subtraction, Mixed Operations, Place Value, Counting and Comparison, Add & Subtract Within 100, Time, Measurements, Addition Facts, Subtraction Facts, Data and Graphs, Geometry, Money

MLL's Schedule to follow at home:

Please reach me anytime for any question or concern!

401-545-5821/ yrodriguez@southsideelementary.org

Monday, Tuesday, Wednesday, and Thursday	Third /Ronneka 7:30-8:10 2:00-2:30	Second/Steph 8:20-9:00	Fourth/Emilee 9:10-9:50- Math 11:30- 12:00 Reading	Kinder/GG 9:50-10:50	First /Katy 11:00-11:30 Reading 1:30-2:15 Writing
Math	www.splashlearn.com 30 mins.				
English Language Practice	www.duolingo.com/learn 30 mins.				
Vocabulary	www.esl-lab.com 30 mins.				
Reading and Writing	www.readworks.org 30 mins.				

Speech and Language Therapy

On-line Home Program Activities

Carefully selected by your Speech-Language Pathologist
Kristen L. Montag, M.S., CCC-SLP

On-line Options: *(all of these currently have free access as of March 15, 2020)*

- **Abcya.com**

This website has many language-rich games for all grade levels. Here are a few of my favorites, along with some suggestions about how to incorporate oral language.

- **All About Me** (K-2) *Have your child answer each of the questions out loud before they enter them into the game. After your child is done creating his/her "All About Me" poster, ask him/her some additional questions that help to expand their answers (i.e. "Why do you want to be a policeman when you grow up?"). If you are able, have your child print out the poster and share it with another family member or a friend.*
- **Color, Draw, Paint** (K-5) and **ABCYA Story Maker** (K-2) *Have your child create a picture using the game, and then engage them in a storytelling task. Ask them questions that help them to create a story sequence (i.e. What happened **first** in your story? What happened **next**? What happened in the **middle** of your story? What happened at the **end** of your story?) **ABCYA Story Maker** is a little bit harder to navigate, but it allows your child to add written text to their story. **I have attached some story maps and graphic organizers** to help your child to plan out his or her story. Have your child share their story with family and friends.*
- **Story Games** (K-5) [scroll to the bottom of the home page to find this option] *Choose any of the stories that match your child's grade. Read the story together. Or click on the microphone for the computer to read to your child. At the end of the story, ask your child questions to check his or her understanding. Remember to ask a variety of questions (i.e. Who? What? Where? When? Why? How?)*
- **Videos** (K-5) [this option is right at the top of the home page] *Are you crafty? Yes . . . then this is a great option to try! Many of the crafts presented in these videos use supplies that you have around the house. Watch the video with your child, and then make the craft. After you have completed making the craft, build your child's language skills, sequencing skills and memory skills by asking him or her to retell how they made the craft. (i.e. What was the first step? What was the second step? And so on . . .) If you would like to turn this into a written language activity, **use the attached sequence graphic organizer**, and ask your child to write out directions that explain how to make the craft.*
- **Later Gator (1-3)** *This game teaches subject - verb agreement and sentence structures. After your child matches the correct verb to the subject, ask them to expand the 2-word phrase into a longer sentence (For example "kids talk" -- "The kids talk to their friends about the weekend." Use prompts like "Who do the kids talk to? Where were the kids talking? What were they talking about?" to help your child to build and expand his or her sentence structures.)*
- **Crossword Puzzle Creator (or any of the pre-created holiday-themed crossword puzzles) (3-5)** *These are great for working on vocabulary skills. With "Crossword Puzzle Creator," you can provide your child with a list of vocabulary words*

based on a theme, a topic of interest, or words from a book or lesson. They will have to come up with clues related to the definition of each word. The pre-created holiday-themed crossword puzzles are all ready to play. These games are great for vocabulary development and word relationships.

- **Make a Pizza and Make a Cupcake (K-3)** As your child is making a pizza or a cupcake, encourage him or her to verbally describe their choices before selecting them on the computer. At the end of the game, ask your child to describe the pizza or cupcake that he or she made. (i.e. I made a cupcake with pink frosting, rainbow sprinkles, etc.)

- **Storyboardthat.com** (K-5)
Sign up for a free account and your child can become a graphic artist, creating their own storyboards (that resemble comic strips). The website provides pop ups and a video that both explain how to navigate the program. After your child has created their storyboard, have him or her tell or write the story (or both). I have attached some **story maps and graphic organizers** to help your child to plan out his or her story. Have your child share their story with family and friends.

- **Storylineonline.net** (K-5)
This free resource provides you with access to classic children's picture books read out loud by famous actors and actresses. From the homepage, choose any one of the many books in their library. Click on your selection, and it will link you to a Youtube video of a famous actor or actress reading the book. If you scroll down on this page, you will find a button with an "activity guide" or a "teacher's guide." After listening to the story with your child, this button will provide you with language-rich activities to guide your discussions with your child. After your child listens to the story, have them complete an attached **story map** or the **sandwich book report** which requires them to recall all of the important parts of the story (*characters, setting, problem, plot sequence, resolution, conclusion*). Using the story map, ask your child to retell the story with as much detail as possible.

- **Wonderopolis.org** (3-5)
This amazing website provides fascinating literacy content about a variety of science-related topics. Have your child choose a topic and read the article. The site allows your child to check their comprehension and also their vocabulary acquisition. Click on the "Wonder Words" block to do a vocabulary activity. Then click on the "Did you get it?" block to check your comprehension. Parents -- after your child has completed reading the article, the vocabulary check, and the comprehension check, have them complete the attached "**Main idea and supporting details**" graphic organizer to work on their ability to recall and retell important information from a non-fiction text. Then work on your child's ability to verbally summarize the information by asking him or her to explain the article to you. Ask them the question that is in the title of the article that they just read (i.e. *Do birds get shocked when they sit on wires? Explain to me why not?*)

- **Starfall.com** (K-3)
This is an excellent website for all young learners, but it is specially designed with children who may have communication, speech and/or language challenges. The website is very easy to navigate, and all of the activities are language-rich. It has great visuals and simple language, so it is very easy for children with limited auditory comprehension to figure out all of the games.

Special Education Distance Learning Plan - 2020

Send Home Packets	Online Activities	Online Lessons and Responses
<p>Families will receive individual learning packets in the mail the week of 3/16/20 which will include:</p>	<p>Families will receive individual free login directions for the following websites. Websites below are fun games/activities to reinforce learned skills and skills they need to practice.</p>	<p>Families will receive individual free login directions for the following websites. Websites below are websites where I will provide video lessons, track progress of work, and students will be able to interact live with me during written responses.</p>
<p>Grade K-2:</p> <ul style="list-style-type: none"> • Daily instructions for parents/students to follow. • Instructional Level reading books - LLI • Independent Level reading books - LLI • Readers and Writers Notebook • Accommodated/ Modified writing paper • "Other ways to respond to texts" instructions. • Sight Word flash cards • Social Stories • TouchMath Addition, Subtraction, telling time. • GoMath- Chapter lessons, guided 	<p>Grades K-5:</p> <ul style="list-style-type: none"> • Each student will receive individualized website information that are engaging and multisensory. <p>Websites include:</p> <ul style="list-style-type: none"> • https://fluencyandfitness.com/ (phonics) • OG POWERPOINT SLIDES: VISUALS (phonics) • https://www.splashlearn.com/ (math) • https://www.getepic.com/ • https://classroommagazines.scholastic.com/support/learnathome.html?fbclid=IwAR38OY9fut7T2obi50JqX8B05KyJ0DvChM_nQGRkJHhwmAtcfvW352q-2cw 	<p>Grades K-2:</p> <ul style="list-style-type: none"> • Daily scheduled ZOOM video conferencing with individual students or small groups, providing direct instruction based on needs and IEP goals. • IXL daily assignments and monitoring. • GoMath Video Lesson • Think Central daily assignments and monitoring • https://www.lexiacore5.com/register (reading) • https://www.reflexmath.com/trial (math fact fluency) • https://www.readworks.org/ • https://www.readinga-z.com/ <p>Grades 4-5:</p> <ul style="list-style-type: none"> • Daily scheduled ZOOM video conferencing with individual students or small groups, providing direct instruction based on needs and IEP goals.

<p>practice, reteach, enrichment, homework pages.</p> <p>Grades 4-5:</p> <ul style="list-style-type: none"> • Daily instructions for parents/students to follow. • Instructional Level reading books - LLI • Independent Level Reading books- LLI • Fluency Phrases and progress chart • R.A.C.E. strategy graphic organizers. • TouchMath- word problems, fractions, division, multiplication. 		<ul style="list-style-type: none"> • IXL daily assignments and monitoring. • Google classroom written responses submitted after ZOOM lesson as homework. • https://www.lexiacore5.com/register (reading) • https://www.reflexmath.com/trial (math fact fluency) • https://www.readworks.org/ • Google Classroom live video lessons: Phonological Awareness lessons and Leveled Literacy. <p><u>**Data will be collected through the websites and progress monitoring opportunities will be done as stated on IEP.**</u></p> <p><u>**Individualized daily log of all communication with students, parents, work completed, and attendance of students.**</u></p>
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Reading Interventions Distance Learning

Grade 1

	Tuesday	Wednesday	Thursday
<p>Phonics Tap and blend the following nonsense words 3 times:</p> <ol style="list-style-type: none"> 1. By yourself 2. To a parent 3. Video yourself and send it to me! <p>Click here for a model.</p>	<p>fip sog tum leb naf jik vut raz con pel</p>	<p>dil res sup nov bax guz wid het kom zaf</p>	<p>mod lis yab ruc fam jeg kav gof puz bip</p>
<p>Sight Words Complete the activity assigned, take a picture of your work, and send it to me!</p> <p>This week's words: who what where when why</p>	<p>Read each word with a parent. Talk about what you notice about each word.</p> <p>Rainbow write each word.</p>	<p>Read each word to a parent.</p> <p>Write each word in a sentence.</p> <p>Read your sentences to a parent.</p>	<p>Read each word to a parent.</p> <p>Draw a picture to help you remember each word.</p>
<p>Fluency and Comprehension Read the assigned eBook on Raz-Kids 3 times:</p> <ol style="list-style-type: none"> 1. By yourself 2. To a parent 3. Video yourself and send it to me! <p>Take the comprehension quiz</p>	<p>Practice reading strategy - Stretch out the sounds Click here for a model.</p> <p>Read eBook - What?</p>	<p>Practice reading strategy - Say the first sound and cross-check with the picture. Click here for a model.</p>	<p>Practice reading strategy - Ask yourself <i>Does that make sense?</i> Click here for a model.</p> <p>Read eBook - Who Wants to Play Basketball?</p>

	(follow directions above to access the book)	Read eBook - Where Plants Grow	
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Grade 2

	Tuesday	Wednesday	Thursday
<p>Phonics Tap and blend the following nonsense words 3 times:</p> <ol style="list-style-type: none"> 1. By yourself 2. To a parent 3. Video yourself and send it to me! <p>Click here for a model.</p>	<p>fip sog tum leb naf jik vut raz con pel</p>	<p>dil res sup nov bax guz wid het kom zaf</p>	<p>mod lis yab ruc fam jeg kav gof puz bip</p>
<p>Sight Words Complete the activity assigned, take a picture of your work, and send it to me!</p> <p>This week's words: cold deep dark night food</p>	<p>Read each word with a parent. Talk about what you notice about each word.</p> <p>Rainbow write each word.</p>	<p>Read each word to a parent.</p> <p>Write each word in a sentence.</p> <p>Read your sentences to a parent.</p>	<p>Read each word to a parent.</p> <p>Draw a picture to help you remember each word.</p>

<p>Fluency and Comprehension Read the assigned eBook on Raz-Kids 3 times:</p> <ol style="list-style-type: none">1. By yourself2. To a parent3. Video yourself and send it to me! <p>Take the comprehension quiz</p>	<p>Practice reading strategy - Stretch out the sounds Click here for a model.</p> <p>Read eBook - Hibernation (follow directions above to access the book)</p>	<p>Practice reading strategy - Say the first sound and cross-check with the picture. Click here for a model.</p> <p>Read eBook - The Snowstorm</p>	<p>Practice reading strategy - Ask yourself Does <i>that</i> make sense? Click here for a model.</p> <p>Read eBook - Night Animals</p>
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