



March 26, 2020

## Elementary Online Learning Plan

# Weekly Update #3

### Curriculum Updates

As we approach our third week of remote learning, we really need to reflect on our health. You have all been amazing about creating wonderful lessons, contacting families, learning new tech tools, and providing students with feedback. Be sure to take some time to take care of yourself! You deserve some down time to refresh and rejuvenate.

As we move forward with our remote learning adventure, remember that your relationship with your students is the most important part of the journey. Our goal is to connect with students each day!

#### Guiding Principles for Elementary Remote Learning:

- Due to the scheduling challenges of remote learning at home, **synchronized instruction, face-to-face interactions, should not be utilized at this time**; however, there are exceptions for CST meetings, related services, PSD, Autism, MD, and ESL instruction. Contact your supervisor if you have questions.
- Students appreciate hearing from their teachers every day. Consider sharing a self-recorded video or audio as a morning greeting.
- **Lessons with new content need to include a self-recorded video or voice over presentation as part of your instruction.** Unless you are doing a read aloud, these mini-lessons should be no longer than 5 minutes of your overall timeframe.
- Continue to give students feedback on completed work.
- Continue to review the email of remote learning Dos and Don'ts for additional guiding principles.

### Considerations

#### PreK Teachers:

- Activities should continue to reflect your daily routine and centers. For example, links to videos (songs, stories, etc.) that are familiar to the students from morning circle or centers. Consider starting to introduce new items slowly with close links to previous content.
- Continue guiding thoughts and talking points for families related to content. Pre-recorded video messages are a great way to connect with learners and families.
- All materials should reflect the accommodations and modifications in compliance with each student's IEP if they are receiving Special Education Services. Differentiated materials and/or direction should be included as appropriate.

#### K-2 Teachers:

- **New this week: Friday Field Trips!** Every week, Samantha Dulude will share a virtual field trip and related reading or writing activity. You have already received information about this week's field trip to Disney World. What a fun way to end each week! This integrates **science and social studies** with ELA, and it is a great way to provide interesting online experiences for our students.

Virtual trips and activities can be found on Seesaw in the District Activities Library under your grade level. Consider using this field trip format for your ELA/ Science + Social Studies block on Fridays.

- **Writing:** Many families are not sure how much help to offer their child during writing. When assigning writing tasks, consider giving families some guidelines:  
***Should I Help My Child with Spelling?***  
*During Writer's Workshop, we've learned many ways to write words independently. Rather than spell words for your child, please remind them of our spelling strategies:*
  - *Sight words should be spelled correctly. Use your word wall if you need help.*
  - *Single syllable words: Tap out the sounds you hear, in the order that you hear them. Remember your Foundations rules!*
  - *Longer, more complex words (words with 2 or more syllables): Say the word slowly and write down as many sounds that you can hear. Remember that every syllable should have at least one vowel.*
- **Electronic Word Walls:** When assigning writing activities to your students, consider attaching an electronic word wall of sight words that they can reference and spell correctly in their work. This will also help to reinforce connections between sight word practice and actual reading and writing tasks.
- **What to cover in ELA each day:** Reading, writing, sight words, Foundations, mentor sentences...oh, my! Trying to do it all while maintaining a 30-minute time frame is tough. Please don't feel that you need to (or should) include everything every day. **Consider assigning one or two integrated assignments each day, rather than multiple, shorter tasks.** For example, you might assign reading and sight word activities one day, followed by Foundations and a writing response to the story the next day. To fit it all in, you might also consider alternating week to week:
  - Week A (M-Th): Writing (15-20 min); Mentor sentences (5-10 min)
  - Week B (M-Th): Foundations (10 min); Guided reading with embedded sight words (20 min);
  - Friday: Virtual field trip with either written response or follow up read aloud
  - **As much as possible, each day should provide opportunities for oral language** (such as verbally retelling a story, oral rehearsal of writing, etc.).
- **Science:**
  - **Kindergarten:** Mystery Science (free) continues to be a strong option to supplement TCM Science Materials. The Science e-Books from TCM can also be integrated into your ELA lessons by reading non-fiction text.
  - **Grades 1+2 :** Continue to utilize myNGconnect. Also, Nat Geo's digital text reads to kids and NearPod has immersive reader.
- **Math:**
  - **Kindergarten**  
Most of math time should be spent on activities that are simple, **hands on**, and related the home environment (counting, adding, subtracting, measuring with toys or common objects around the home; counting activities using physical movement). Participating in conversations with parents using math vocabulary is also important.

Please do not sign up for free access to First in Math during remote learning. This tool is used in first through fifth grades; however, we want to reduce the use of new platforms as much as possible. Students can practice math facts through hands on activities, Seesaw activities, or Flipgrid creations.

- **Grades 1+2:** Please see the "Grades 1-5 Math Teachers" section below.

- **Social Studies:**

A new Channel was built for Social Studies, with separate folders for each grade in our WT Elementary TEAM. We will be developing a reservoir for materials and lessons with the approach that we can do this together by sharing and supporting each other. Please upload files in appropriate grade-level folders.

K-2 Social Studies resources are organized by topic within the Social Studies Team Channel with links to resources that include virtual field trips, videos, books and articles (with option for text to read to students), as well as lesson plans including activities for students.

### **Grade 3-5 Teachers:**

#### **Grades 3-5 ELA (Wit and Wisdom teachers): A Plethora of Updated ELA NEWS!**

- **Moving Forward in ELA instruction!**  
We will be focusing on addressing new skills and standards from where we left off; therefore, we are moving into new content next week. To accomplish this goal, you are encouraged to use a combination of Wit and Wisdom materials, e-versions of the core text, current IDR books, and additional shared text to address the NJ Student Learning Standards that parallel the Modules from Wit and Wisdom.
- **Training** for Wit and Wisdom teachers will take place on **Friday morning from 10:00 – 11:00 a.m.** by our own Mike Otto as he presents the options, resources, and guidance for instructional planning. All teachers of ELA in grades 3-5 are invited. This will also be recorded. We hope to work SMARTER, not HARDER.
- **A new TEAM is being built: ELA GR 3-5 Team** with separate channels for each grade. We will be developing a reservoir for materials (including core text) and lessons with the approach that we can do this together by sharing and supporting each other.
- Each Wit and Wisdom lesson should take up to **3 remote learning days**. Remember, it may take longer for students to complete tasks from home, and it is not expected that the program will be presented as designed.
- **Status of the Class** should be taken **each day** so that you can **monitor** for volume and Just Right Book choice. Students should update you through a system of your choice as to the book they are reading and which page they are on.

#### **Grade 5 Read 180:**

- Based upon student feedback and needs, consider alternating daily activities between software, reading, and writing, especially if you need the time to teach and have students practice new content. Consider using Flipgrid, OneNote, Nearpod, Screencast-o-matic, etc. to deliver instruction, create self-recorded videos, and provide feedback to student work. **Total student time on task** (including viewing any videos) **should not exceed 30 minutes each day** (in addition to 30 minutes of IDR).
- Continue assigning 30 minutes of IDR daily. Monitor volume and book choice using a system of your choice.
- Collaborate in the Read 180 PLC in Teams to share ideas and resources.

#### **Basic Skills ELA K-2:**

- Although we want to continue to provide BSI students with supplemental instruction, it is important not to overwhelm our families. Please keep activities **short, meaningful, and skill focused**.
- **Kindly require only one additional activity per day**. If a student works with both an interventionist and reading specialist, you can alternate between intervention and BSI assigned activities so that student time on task **does not exceed 10 minutes**.

- **Collaborate** with the classroom teacher as much as possible so that BSI supplemental activities are not repetitive of the other classroom activities. For example, if students are completing a reading task for the classroom teacher, consider having students do a writing or word work activity.

### Basic Skills ELA 3-5:

- Reference “Grades 3-5 – LOTS OF UPDATED ELA NEWS!” Continue to collaborate with classroom teachers to support them and your students through the learning of new material and IDR. Please participate in Mike Otto’s **ELA Training on Friday morning from 10:00 – 11:00 am**.

### Grades 1-5 Math Teachers:

- Move forward in the EM curriculum at a reasonable pace for remote learning. It is not necessary to complete the entire lesson as outlined in the EM plan. **To cover a lesson in less time, instruction and practice should primarily come from activities outlined in the “FOCUS” section of the lesson, which teaches and assesses the daily target/essential standard.** Mental Math, Fluency, games, and enrichment problems are addressed through First in Math activities.
- Use a short (no more than 5-minute) **self-recorded video or voice-over** to deliver direct instruction of the FOCUS skill. Students can complete the journal page for practice (or other resource from the Assessment Check-in section). The Home Link page also provides direct practice with the target. These problems can be used when modeling or copied into OneNote/Seesaw for practice. Limit student practice to 3-5 problems each day.
- **Please provide feedback.** Require students to share answers via See Saw, Flipgrid, OneNote, taking pictures of their journal pages, etc.
- Even when condensing an EM lesson to include only the FOCUS section, covering one lesson per 20-minute remote learning session is challenging. You may find that some lessons can be covered in 2 remote learning days. However, it is important to spend **additional days** on one lesson when a skill is challenging, just as you would in the classroom. As always, use student feedback to drive your decision to move on or continue practicing a skill. **It is important not to overwhelm students.** It is also important to leave time for FIM.
- Limit First in Math to an average of 5-8 minutes daily and continue to encourage students to use resources beyond the Very Important Facts (VIFs). We have received excellent feedback about the messaging feature. Thank you for using it to encourage your students! FIM can be used in a targeted manner. Please use the guide to match activities to EM4 lesson standards.

### Basic Skills Math:

- Continue to monitor FIM. Assign activities based upon student goals and EM standards currently being covered. Continue to celebrate success.
- Collaborate with and support teachers in creating short, self-recorded videos or voice-overs to deliver direct instruction.
- Continue to collaborate with the BSI math group and Janine through Teams.

### Grades 3-5 Social Studies/Science:

- Grades 3 and 4 should have transitioned to Social Studies for MP 3, and 4. Lessons should not require our families to find/supply resources.
- A new channel was built for Social Studies, with separate folders for each grade. We will be developing a reservoir for materials and lessons with the approach that we can do this together by sharing and supporting each other. Please upload files in appropriate grade-level folders.
- Grades 3 & 4 Social Studies resources are organized by topic within the Social Studies Team Channel with links to resources that include virtual field trips, videos, books and articles (with option for text to read to students), as well as lesson plans including activities for students.

- Science- Grade 5 continue to use myNGconnect and Mystery Science (free) for instruction of material. Nearpod is also a great delivery tool. Each lesson will probably take 2 days.

**Health:**

- Continue to use SEL lessons and resources through the Nearpod website.

**ELEMEnTS:**

- Please note that students in grades K-2 will not have additional ELEMnTS lessons during remote learning.

**ICR Teachers:**

- Be sure that you are collaborating with your co-teacher.
- The materials and amount of content shared by you should reflect the accommodations and modifications needed by the learners.

**SCLD/POR:**

- Refer to the guidelines above in relation to your area and curriculum.
- ELA 3-5 using ARC, refer to the frameworks and materials available in order to support the students with power goals and content. Set the guidelines/focus for reading.
- ARC webinar from 3/26 was recorded and will be shared out once available. It includes a lot of helpful information when accessing resources. Another webinar is planned for next Thursday. Links for this session be shared once provided by ARC.
- The materials and amount of content shared by you should reflect the accommodations and modifications needed by the learners.

**MD/Autism:**

- Continue to check the Teams site for updates and shared information.

**Special Areas:**

- Lesson ideas and activities from the Special Area teachers will be posted on their teacher pages on the district website (wtps.org) and families can easily access the teacher pages by clicking on the designated link.
- Teachers should have links to each special area teachers' page including their specials schedule for the week, this way students that miss one day may be able to complete it another day.

<b>BELLS</b>	
Art	<a href="https://www.wtps.org/Domain/1080">https://www.wtps.org/Domain/1080</a>
Computers	<a href="https://www.wtps.org/Domain/1683">https://www.wtps.org/Domain/1683</a>
Library	<a href="https://www.wtps.org/Domain/1051">https://www.wtps.org/Domain/1051</a>
Music	<a href="https://www.wtps.org/Page/13798">https://www.wtps.org/Page/13798</a>
PE	<a href="https://www.wtps.org/Page/29821">https://www.wtps.org/Page/29821</a>
Spanish	<a href="https://www.wtps.org/Domain/1309">https://www.wtps.org/Domain/1309</a>
Counselor	<a href="https://www.smore.com/4r8u5">https://www.smore.com/4r8u5</a> <a href="mailto:ddipinto@wtps.org">ddipinto@wtps.org</a>

<b>BIRCHES</b>	
Art	<a href="https://www.wtps.org/Domain/1244">https://www.wtps.org/Domain/1244</a>
Computers	<a href="https://www.wtps.org/Domain/2423">https://www.wtps.org/Domain/2423</a>
Library	<a href="https://www.wtps.org/domain/192">https://www.wtps.org/domain/192</a>
Music	<a href="https://www.wtps.org/Domain/1260">https://www.wtps.org/Domain/1260</a>
PE	<a href="https://www.wtps.org/Domain/1258">https://www.wtps.org/Domain/1258</a>
Spanish	<a href="https://www.wtps.org/Domain/3000">https://www.wtps.org/Domain/3000</a>

Counselor	<a href="https://www.wtps.org/domain/161">https://www.wtps.org/domain/161</a> <a href="mailto:kchropka@wtps.org">kchropka@wtps.org</a>
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<b>HURFFVILLE</b>	
Art	<a href="https://www.wtps.org/Domain/1407">https://www.wtps.org/Domain/1407</a>
Computers	<a href="https://www.wtps.org/Domain/1383">https://www.wtps.org/Domain/1383</a>
Library	<a href="https://www.wtps.org/site/Default.aspx?PageID=267">https://www.wtps.org/site/Default.aspx?PageID=267</a>
Music	<a href="https://www.wtps.org/domain/1403">https://www.wtps.org/domain/1403</a>
PE	<a href="https://www.wtps.org/Domain/1401">https://www.wtps.org/Domain/1401</a>
Spanish	<a href="https://www.wtps.org/Domain/3000">https://www.wtps.org/Domain/3000</a>
Counselor	<a href="https://www.wtps.org/domain/140">https://www.wtps.org/domain/140</a> <a href="mailto:lfanning@wtps.org">lfanning@wtps.org</a>

<b>THOMAS JEFFERSON</b>	
Art	<a href="https://sites.google.com/view/thomasjeffersonart/home">https://sites.google.com/view/thomasjeffersonart/home</a>
Computers	<a href="https://www.wtps.org/Page/29636">https://www.wtps.org/Page/29636</a>
Library	<a href="https://www.wtps.org/Domain/2611">https://www.wtps.org/Domain/2611</a>
Music	<a href="https://www.wtps.org/Domain/1548">https://www.wtps.org/Domain/1548</a>
PE	<a href="https://www.wtps.org/Page/29634">https://www.wtps.org/Page/29634</a>
Spanish	<a href="https://www.wtps.org/Domain/1309">https://www.wtps.org/Domain/1309</a>
Counselor	<a href="https://www.wtps.org/Page/30136">https://www.wtps.org/Page/30136</a> <a href="mailto:cvogt@wtps.org">cvogt@wtps.org</a>

<b>WEDGWOOD</b>	
Art	<a href="https://www.wtps.org/Page/5543">https://www.wtps.org/Page/5543</a>
Computers	<a href="https://www.wtps.org/Domain/2570">https://www.wtps.org/Domain/2570</a>
Library	<a href="https://www.wtps.org/domain/546">https://www.wtps.org/domain/546</a>
Music	<a href="https://www.wtps.org/cms/Workspace/Section/Section.aspx?DomainId=1635">https://www.wtps.org/cms/Workspace/Section/Section.aspx?DomainId=1635</a>
PE	<a href="https://www.wtps.org/Domain/2955">https://www.wtps.org/Domain/2955</a>
Spanish	<a href="https://www.wtps.org/Domain/3000">https://www.wtps.org/Domain/3000</a>
Counselor	<a href="https://www.wtps.org/domain/522">https://www.wtps.org/domain/522</a> <a href="mailto:krwhite@wtps.org">krwhite@wtps.org</a>

<b>WHITMAN</b>	
Art	<a href="https://sites.google.com/view/missstumpfsstudio/home">https://sites.google.com/view/missstumpfsstudio/home</a>
Computers	<a href="https://www.wtps.org/Domain/3125">https://www.wtps.org/Domain/3125</a>
Library	<a href="https://www.wtps.org/domain/181">https://www.wtps.org/domain/181</a>
Music	<a href="https://www.wtps.org/Domain/3063">https://www.wtps.org/Domain/3063</a>
PE	<a href="https://www.wtps.org/Domain/1648">https://www.wtps.org/Domain/1648</a>
Spanish	<a href="https://www.wtps.org/Domain/1309">https://www.wtps.org/Domain/1309</a>
Counselor	<a href="https://www.wtps.org/domain/139">https://www.wtps.org/domain/139</a> <a href="mailto:carenz@wtps.org">carenz@wtps.org</a>

<b>GTECC</b>	
Art	<a href="https://www.wtps.org/Domain/2075">https://www.wtps.org/Domain/2075</a>
Computers:	
DeAngelis	<a href="https://www.wtps.org/Domain/1981">https://www.wtps.org/Domain/1981</a>
Kersznowski	<a href="https://www.wtps.org/domain/1616">https://www.wtps.org/domain/1616</a>
Otto	<a href="https://www.wtps.org/Page/30034">https://www.wtps.org/Page/30034</a>
Library	<a href="https://www.wtps.org/Domain/1981">https://www.wtps.org/Domain/1981</a>
Music	<a href="https://www.wtps.org/Page/12585">https://www.wtps.org/Page/12585</a>
PE	<a href="https://www.wtps.org/Domain/1978">https://www.wtps.org/Domain/1978</a>
Spanish	<a href="https://www.wtps.org/Domain/3000">https://www.wtps.org/Domain/3000</a>
Counselor	<a href="https://www.wtps.org/domain/415">https://www.wtps.org/domain/415</a> <a href="mailto:lkrupa@wtps.org">lkrupa@wtps.org</a>