

LEARN's Interim Alternative Educational Opportunities Plan

Phase Two as of March 20

General Philosophy and Approach

In these challenging times, LEARN looks to provide ongoing engagement and learning activities for our students in a way that does not overburden our families with more to manage. LEARN is committed to developing weekly lessons and activities that can be used at each family's discretion to allow for up to 3 hours of learning per day. Teachers across the district will be engaged in the design and sharing of activities as well as ongoing communication and engagement with our children and families. Students will be invited to share evidence of learning in a variety of ways and will receive feedback from teachers. Resources will be developed and shared electronically. Families are invited to share technology needs and we will work to provide loaner equipment as needed. While not all activities will translate to paper copies, we will also make every effort to provide hard copies should families request these. We believe in the creativity and innovation of our educators. The guidelines below are a starting point; however, educators have the flexibility to utilize their tools to find new and exciting ways to engage their students. We encourage educators to take these lessons to the next level and to share those resources across the district.

Timeframe

3/16-3/27 Families access Regional Resource Library for completion of existing interim educational opportunities

Week of 3/23 Teachers begin planning for Distance Learning Plan implementation. Teachers participate in a virtual meeting setup by the building leadership. Teachers access school buildings to collect needed resources. Schools distribute loaner technology as needed.

Beginning 3/30 Implementation of the LEARN Distance Learning Plan

Learning Format

Schools will use established platforms for sharing of materials (SeeSaw, Bloomz, and Google Classroom at the elementary level and Google Classroom at the secondary level).

LEARN has created a Google Folder for staff to share the development of interim learning resources organized by grade level and weeks.

While the folder allows for district-wide sharing, school-based teams will be asked to create and share weekly plans specific to their school and grade level or course.

The upcoming week's plans should be uploaded to the shared folder by 3PM every Thursday to allow for posting to the LEARN Covid Resource page or school-based platform on Fridays for the following week.

Teachers are encouraged to think creatively about ways to engage students in authentic ways and to take advantage of the digital communication resources that are available. LEARN will continue to share resources and professional learning tutorials throughout the duration of the closure which teachers may incorporate into their plans.

Expectations for Teachers

All Teachers

Teachers will create engaging learning activities, collaborate with special education and related services staff as appropriate, share resources to the grade level folders and school-based platforms, contribute to weekly plans, participate in weekly virtual collaboration sessions, and communicate with every student weekly via email, phone, or virtual communication opportunities.

Teachers should utilize their existing curricular scope and sequence to inform the creation of learning activities; however, recognize that not all concepts and skills will be able to be taught during this time. Prioritize and select learning activities that are most critical.

Teachers will provide encouragement to complete assignments, feedback on evidence of student learning, and support to families as needed. Teachers will not take attendance, create assessments, or assign grades to student work at this time.

While teachers should create a school-specific weekly plan, they are encouraged to view the grade level plans from other schools and share resources and activities as appropriate.

School leaders will work with each team to establish a weekly check in meeting time using Zoom or other virtual platform such as Google Meets. More information to follow.

Grades PK-2

- Create a weekly menu of activities that include Reading, Math, Art, Music, STEM, and Physical Activity. A sample menu has been included.
- Include additional documents or resources that can contribute to student understanding and successful completion of the activities.
- Provide suggestions for how students may demonstrate learning (sharing photos, videos, or other responses on SeeSaw, Bloomz, or Google Classroom)
- Teachers are invited to use their existing technology tools and talents to incorporate short videos or lessons that can be shared with students and other teachers.

Grades 3-5

- Create a weekly calendar of activities to include daily topics in Reading, Math, Writing, Science or Social Studies, and Essentials/Specials. A sample weekly calendar has been included.
- Include additional documents or resources that can contribute to student understanding and successful completion of the activities.
- Provide suggestions for how students may demonstrate learning (sharing photos, videos, or written work via Seesaw, Bloomz, or Google Classroom)
- Teachers are invited to use their existing technology tools and talents to incorporate short videos or lessons that can be shared with students and other teachers.

Grades 6-12

- Specific course materials will be developed in a weekly format. Each course should include approximately 30 minutes of work per day. Longer-term projects or activities should be broken up into 30 minute daily segments.
- Completed student work or other evidence of learning can be emailed to teachers or submitted via Google Classroom.
- Teachers should provide feedback via email, phone call, or other virtual option such as Google Classroom (where applicable).
- Expectations around classes connected to college courses may require additional measures to assure compliance with agreements established with the colleges.

Instructional Coaches (Reading, STEM, ELL, and others)

- Instructional coaches and interventionists should collaborate with classroom teachers on the design and implementation of learning activities.
- Support teachers in providing feedback to students receiving support
- Contribute to additional resource folders for families.

Essentials / Specialist / Unified Arts Teachers

- PK-8 Essentials or specialist teachers should contribute items to the weekly menus and provide additional resources for families to use at home. These resources should be shared on a weekly basis to prevent families from having to organize the resources on their own.
- 6-12 Essentials or specialist teachers should develop weekly plans for each course they teach, following similar expectations to the 9-12 guidance above.

Special Education and Related Services

- Guidance for this group will be evolving based on the setting, population, and guidance from the SSS administration in consultation with the federal and state government.
- Responsibilities will vary from: co-planning, review of IEPs and development of alternate learning targets/activities, collaboration for accessibility of learning, creating and sharing resource folders, and various implementation frameworks (e.g synchronous and asynchronous).
- These staff members should also be checking in on a regular basis with students on their caseload to provide suggestions for implementation and to serve as a resource.
- These staff members will also be checking in with building admin and will be working collaboratively with SSS administration to define the direction and balance workloads.
- Staff will engage in learning in order to deliver interim alternative educational opportunities

Administration

- School administrators should be checking in with each staff member weekly.
- Schools should continue to update social media accounts and provide families with weekly reminders about the week's learning plans and resources.
- Administrators should assist in family communication and continue to share relevant resources with families and staff.
- Administrators have access to Zoom account information and should work with individual teams to coordinate weekly virtual check in meetings.

Grade 1 Menu
























Here are your activities for the week!

Directions:

1. Read for 15 minutes from a book of your choice.
2. **Each Day** Select at least 3 activities to complete.
 - Choose 1 Reading Activity, Choose 1 Math Activity, Choose 1 Activity of your choice! **Mark the box when you complete the activity!**

 Reading	 Math	 Art	 Music	 STEM	 Physical Activity
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Created by Stonington Public Schools in collaboration with the LEARN RESC

 <p>Long a</p> <p>Write the words play, train, and make. List 2 other words that have long a spelled like each of those words. <i>Challenge: write words with the long e spelled two different ways.</i></p>	 <p>Scavenger Hunt</p> <p>Go on a hunt around your house. Look for circles and squares. Tally how many you find.</p> <div style="text-align: center;">   </div>	 <p>Chicken Sounds</p> <p>Make chicken sounds with just a cup and yarn? Experiment- Can you make the noise louder or softer?</p>	 <p>My Community</p> <p>Think of your favorite place to go in your community. Write 3 sentences about it and draw a picture of you at your favorite place. Be sure to use describing words!</p>
 <p>Can an egg float?</p> <p>Put an egg in a clear cup filled with water. What happens? Add salt one tablespoon at a time. What do you notice? Extra: have someone help you research <i>density</i>.</p>	 <p>Book Talk</p> <p>Find a nonfiction book. Read or listen to someone read from this book. Discuss: What is the main idea? Find 1 - 2 details from the book to support that main idea.</p>	 <p>Number Bonds</p> <p>On another piece of paper, make six number bonds that total 10.</p> <div style="text-align: center;">  </div>	 <p>Animal Camouflage</p> <p>Take one of your toy animals and cover it in a camouflage that will hide it in your yard. See if someone can find your animal once it's hidden.</p>
 <p>Game</p> <p>Play the math game for the week</p>	 <p>Sunrise/Sunset</p> <p>Go outside during sunrise and sunset. Draw a picture of what you see. What is similar? What is different?</p>	 <p>Writing</p> <p>Think of something you REALLY want. Write an opinion piece to convince your family to get it for you. Draw a picture of the item too!</p>	 <p>Silly Songs</p> <p>Sing your favorite song as loud as you can, as quietly as you can, and with a cartoon voice. What other ways can you sing it?</p>
 <p>Obstacle Course</p> <p>Create an obstacle course in your yard. How fast can you complete the course? Have others try your course.</p>	 <p>How does hand sanitizer work?</p> <p>https://mysteryscience.com/mini-lessons/germs-sanitizer?code=cfb4b9cce3e4c2dee7b872a3a76f051</p>	 <p>Number Sentences</p> <p>Write as many number sentences as you can that have 17 as an answer. Challenge yourself: choose another number and repeat</p>	 <p>Money</p> <p>Toss a penny 20 times. Make a tally chart for how many times it lands heads up and how many times it lands tails up.</p>
 <p>Word Hunt</p> <p>As you are reading a book, hunt for the words with the following spelling patterns: Two vowels together (rain, beat, boat...); Silent e at the end (cape, bake, role); Words with digraphs (wh, ch, sh, th, ph); Words with blends (st, tr, sl, fr, sm)</p>	 <p>MobyMax</p> <p>Complete 15 minutes of MobyMax</p>	 <p>Counting</p> <p>Practice counting backwards from big numbers. Start at 27. Try starting at 40.</p>	 <p>Game!</p> <p>Complete a phonics, spelling, vocabulary, or grammar game on ConnectED</p>

Grades 3-5 Sample Weekly Interim Learning Activities

Directions: Teachers should list learning activities, resources, and ways to demonstrate learning for each content area, each day. Multi-day projects and activities or longer assignments can be references in the calendar but added as attachments in the weekly resource folder.

	Monday	Tuesday	Wednesday	Thursday	Friday
Reading (60 Minutes)					
Writing (30 Minutes)					
Math (30 Minutes)					
Science/Social Studies (30 Minutes)					
Specials (30 Minutes)					