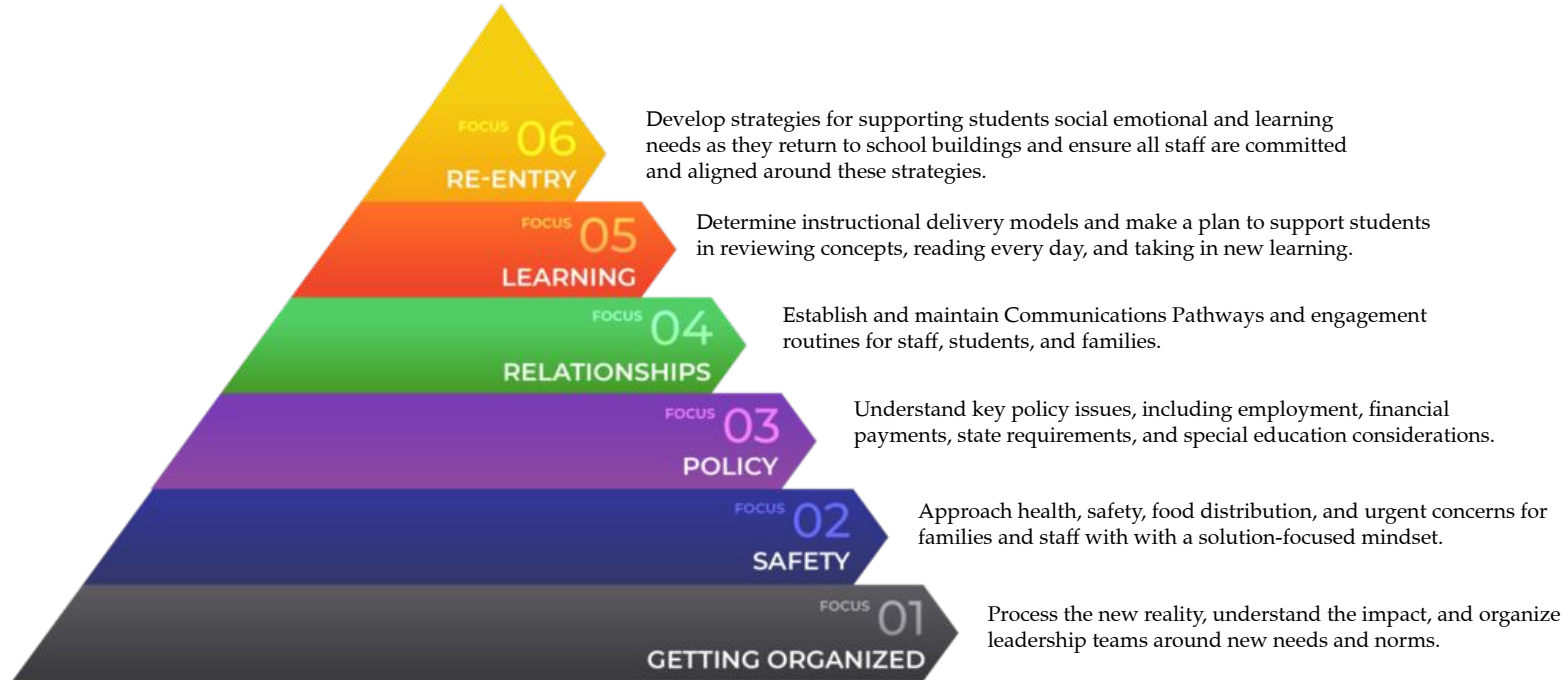


# **Update on Learning at Home Together**

School Committee April 9, 2020  
Lincoln Public Schools

# Hierarchy of Needs

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From School Resource Hub: <https://www.schoolresourcehub.org/>

# Remote Learning During a Worldwide Crisis

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- Guidance from DESE: “**Remote learning is not synonymous with online learning.** Remote learning can take place in a multitude of ways, including by helping students engage with resources in their everyday lives and in the natural world around them. Remote learning also provides unique opportunities to further engage students in the arts or interdisciplinary work. Finally, we must be conscious of the effects of increased screen time and seek balance between learning through technology and remote learning that happens offline to support students’ curiosity and understanding.”
- Virtual learning vs. Remote learning vs. Remote learning during a worldwide crisis

# What our families are telling us

Where our families are at					
My family has chosen to be self-supporting.	This is too much support and communication. I am overwhelmed and lost.	I haven't been able to read communications and don't know what's available; or don't have devices and wifi for my children.	The combination of static Learning at Home Resource pages, daily learning opportunities from teachers, and services feels just right for my family.	My child is benefiting from the Phase 2 learning experience and we'd love more options of add-on learning opportunities and long-term projects.	I want my child to be "in school" with live, virtual lessons from home from 8-3 every day.

Identified elements for Phase 2 based on family survey					
Daily/weekly assignments or virtual lessons with chances to get feedback from faculty	Opportunity for students to see one another and maintain community & connection	Targeted instructional activities for students who are behind on basic skills	Individualized services (from Special Educators, EL Teachers, and Related Service Providers)	More robust projects that would take students a few days to do and are engaging and exciting to students	Resources that help families construct a daily schedule, maintain classroom routines, and utilize the Home Learning Resource Sites

# Vision for Learning at Home Together

Monday		Tuesday		Wednesday		Thursday		Friday	
“Morning” Meeting opportunity 3x per week + 2 other community communications									
Literacy	Math	Literacy	Math	Literacy	Math	Literacy	Math	Literacy	Math
Science	SS	Science	FLES	Science	SS	Science	FLES	Science	SS
Special: Art		Special: Music		Special: Wellness		Special: Science En.		Special: Library	
Multiple opportunities for students to share their work with teachers and get feedback									
Intervention Opportunities					EL, SpEd, and Related Services				

# Regulatory Requirements March 26th USED & DESE

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- During Closure districts must provide FAPE through remote learning
- Prioritize the need to protect health and safety of all
- Flexibility of how we provide services to students
- Provide resources, instruction and support (projects, work packets, virtual, online, pre-taped, telephone)
- Activities provided to general education need to be made accessible to special education students (provide modifications and accommodations)

# Students are the priority!

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- Prioritize individual needs (academic and social/emotional) of students as identified on the IEP
- Continue to build on what we are doing
- Service delivery is flexible (virtual, pre-taped, projects, work, links, directed work in the grade level).
- Services do not replicate the full service minutes that occur when school is open
- DESE guidance- Focus is on review and retention of skills (build new skills as appropriate)
- Connect and Communicate- Provide parents with support, direction and follow up when working with their children-WE ARE A TEAM!

# What is happening?

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- Special Educators and related service providers have reached out to parents to discuss a learning plan for their child
- Services will be provided in a variety of ways with the needs of the student being the focus of what is provided
- Parents/Guardians will receive a notice of the services discussed and recommended
- We will continue to adjust as we move through this new way of providing services during the closure
- Team Meetings will be scheduled if the parent agrees to holding a virtual meeting
- Weekly office hours in addition to the reach out to parents and students



# Vision for Learning at Home Together

Monday		Tuesday		Wednesday		Thursday		Friday	
“Morning” Meeting opportunity 3x per week + 2 other community communications									
Literacy	Math	Literacy	Math	Literacy	Math	Literacy	Math	Literacy	Math
Science	SS	Science	FLES	Science	SS	Science	FLES	Science	SS
Special: Art		Special: Music		Special: Wellness		Special: Science En.		Special: Library	
Multiple opportunities for students to share their work with teachers and get feedback									

## Intervention Opportunities

## EL, SpEd, and Related Services

## Supplemental Enrichment Opportunities

One-time, stand-alone offerings (recorded or live read alouds)	Short term, multi-meeting offerings (book club, math club)	One week electives (academic or passion-projects)
-------------------------------------------------------------------	---------------------------------------------------------------	------------------------------------------------------

## Supports to Families

Maintain Learning at Home Together Resource Sites	How-To documents and <5 min videos for families re: how to construct a daily schedule, maintain classroom routines, and utilize the Learning at Home Together Resource Sites	Office Hour opportunities with families to support them 1:1
---------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------

# Content Area Weeklong Arc

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Monday	Tuesday	Wednesday	Thursday	Friday
<p>Launch an Esti-Mystery do one live with the students. This will take about 30 minutes.</p> <p>Assign: Create their own mystery.</p>	<p>Work on mystery at home. The final product might be put into slideshow on computer or done paper/pencil.</p>	<p>Practice Day Post a page of <b>no more than 10</b> rote problems students can solve and practice.</p> <p><i>This activity could happen every Wednesday. The practice content would shift but the idea that "Wednesday is computation practice day" is constant.</i></p>	<p>Play the Math Game of the Week! These will be posted on Wednesdays with a question to think about, like, "Is there a strategy that helps you win?"</p> <p><i>This activity could happen every Thursday. A game is going to be shown every Wednesday by Math Specialists.</i></p>	<p>Share Mysteries students created with class.</p>
<p>Log onto Dreambox for 20 minutes 3-5 times a week.</p>				

search the menus (Option+/)

Now it's time to write the clues!

Remember all the different ways to describe the numbers!  
Here are a few to get you started... **At least**, **at most**, **less than**, **more than**.  
There are so many more words you can use! Write down at least 5 more. Tell us your favorite! Show the planning sheet up next for support!

Even  
Odd  
Prime  
Multiple

CLUES

1. It's not an even number  
2. It's more than 80 and less than 125  
3. It does not have 9  
4. It doesn't have a 7  
5. It's a prime number

Answer:  
**103**

Great News! I figured out how to watch your slideshow with animation. Nicely done!  
Now, for the clues:  
After the first three clues I still had 22 possible numbers. After clues 4 and 5 I still had 14 possibilities. I suggest you combine clues 2 and 3 to be your first clue saying, "My number is between 80 and 125". Somehow you need to add at least one more clue after # 5 that will lead me to the number 103. What if you did a clue about the digit 9? That would get you down to 8 possibilities and then you would need one more to lead me to 103.

ent

Great Start! There are a couple of things you need to revise:

1) After reading through your clues there are still 19 possible answers which means you need to create more clues that will narrow down the possibilities. One suggestion would be to write a clue that says something like, "The number is between 70 and 100." and go from there

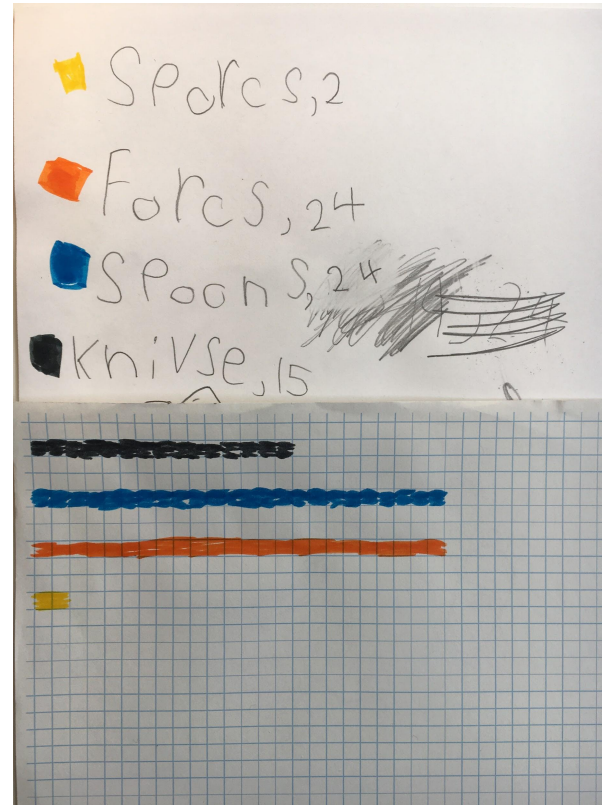
2) I suggest you put the answer on the NEXT slide, not where the clues are.

New

Thank you [redacted] for the helpful clues. I have thought about what you said and tried to revise it. Please write me back and tell me if it is good enough. [redacted]

- 1) After reading through your clues there are still 19 possible answers which means you need to create more clues that will narrow down the possibilities. One suggestion would be to write a clue that says something like, "The number is between 70 and 100." and go from there
- 2) I suggest you put the answer on the NEXT slide, not where the clues are.

Thank you [REDACTED] for the helpful clues. I have thought about what you said and tried to revise it. Please write me back and tell me if it is good enough. [REDACTED]



Sorting,  
counting,  
graphing  
silverware

One of several  
math  
experiences  
connected to  
book *Spoons*





**MONDAY CORE ACTIVITIES**

- Math: Est-Mystery Day 1
- Write: Journal Entry 1
- Read/listen to independent book choice
- Social Studies: Southwest Region Map (1st practice)
- Science: Check Specials' Hub
- Special: Check Specials' Hub

**TUESDAY CORE ACTIVITIES**

- Community activity: Video Bear Hunt
- Math: continue working on Est-Mystery Activity
- Reading: Living Glass Article Part 1
- Read/listen to independent book choice
- FLES
- Science: Check Specials' Hub
- Special: Check Specials' Hub

**WEDNESDAY CORE ACTIVITIES**

- Math: Number of the Day Activity (a new one)
- Write: Journal Entry 2
- Read/listen to independent book choice
- Social Studies: Southwest Geography Challenge
- Science: Check Specials' Hub
- Special: Check Specials' Hub

**THURSDAY CORE ACTIVITIES**

- Community activity: Would You Rather
- Math: Play game Close to 1,000
- Reading: Living Glass Article Part 2
- Read/listen to independent book choice
- FLES
- Science: Check Specials' Hub
- Special: Check Specials' Hub

**FRIDAY CORE ACTIVITIES**

- Math: Be sure Est-Mystery is submitted
- Write: Journal Entry 3
- Read/listen to independent book choice
- Social Studies: Southwest Region Map (final practice)
- Science: Check Specials' Hub
- Special: Check Specials' Hub

**ADDITIONAL ACTIVITIES YOU MIGHT CHOOSE**

- Edutyping
- Dreambox
- Lexia
- Read
- Additional journal entries
- Greedy Glass Challenge
- HMS Week 1 Yoga (SEL Hub)
- Pillars of Character & Trustworthiness Activity (SEL Hub)

**EAST****VIRTUAL CLASS MEETS:****Monday** 11:30 am**Wednesday** 11 am**Friday** 11 am**TEACHER OFFICE HOURS:****Monday**

9-10 am Mrs. Shestapol

**Tuesday**

2 pm Mrs. Clancy-McCarthy/Eagan

**Thursday**

11 am Mrs. Clancy-McCarthy/Eagan

**WEST****VIRTUAL CLASS MEETS:****Monday** 10 am**Wednesday** 10 am**Friday** 10 am**TEACHER OFFICE HOURS:****Monday**

9-10 am Mrs. Shestapol

**Tuesday**

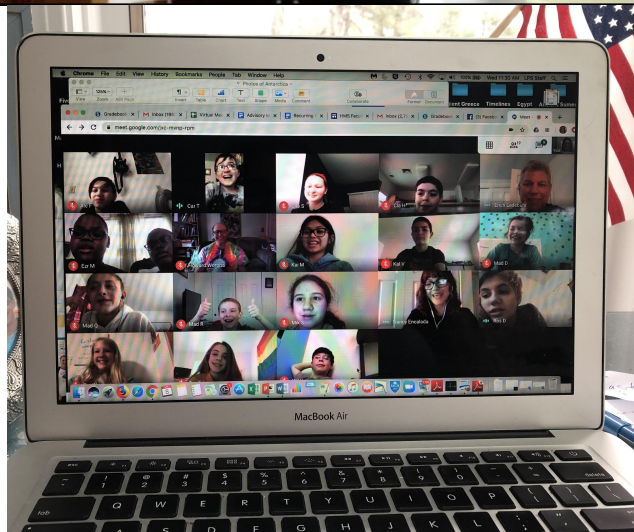
10-11 am Mrs. Lewis/Whellon

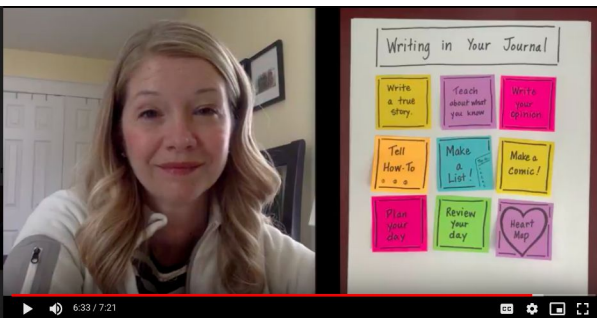
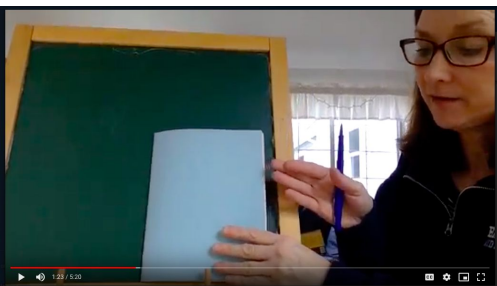
**Thursday**

10-11 am Mrs. Lewis/Whellon



	Monday 4/6/20	Tuesday 4/7/20	Wednesday 4/8/20	Thursday 4/9/20	Friday 4/10/20
Morning Meeting	Class Google Meet or Morning Message	Class Google Meet or Morning Message	Class Google Meet or Morning Message	Class Google Meet or Morning Message	Class Google Meet or Morning Message
Literacy	<a href="#">*Journal: Introduce Yourself</a>	<a href="#">Journal: Write a Note to a Teacher</a>	<a href="#">Journal: What Do You Have in Common?</a>	<a href="#">Journal: Edit!</a>	<a href="#">*Journal: Reread, and Upload an Entry</a>
	<a href="#">*Watch the Teacher Introduction Video</a>	<a href="#">*Poem of the Week</a>	<a href="#">*Phonemic Awareness Heggerty</a>	<a href="#">*Snap Word Work</a>	<a href="#">*Listen to a Teacher Read Aloud</a>
	Private/Partner Reading- Read every day to practice your Super Powers! Just right books AND picture books!				
Math	<a href="#">*Collection</a> <a href="https://docs.google.com/forms/d/1XTA0Y7Xk/edit">https://docs.google.com/forms/d/1XTA0Y7Xk/edit</a>	<a href="#">*Fast Fluency Game</a>	<a href="#">*Word Problem</a>	<a href="#">*Play the Weekly Math Game</a>	Free Friday: Pick a Game to Play
Science	<a href="#">*Log On and Explore SeeSaw</a>	<a href="#">*Mystery Doug Live!</a>	<a href="#">*Field Guide</a>	<a href="#">*Field Guide</a>	<a href="#">*Field Guide</a>
Social Studies	<a href="#">*Log On and Explore SeeSaw</a>	Family Time: Play a Game!	Family Time: Build Something!	Family Time: Make Art!	Family Time: Do a Job to Help Your Family!
Academic Apps		<a href="#">*Log On and Explore SeeSaw</a>	Lexia Dreambox	Lexia Dreambox	Lexia Dreambox
Specials	<a href="#">Art Project with Ms. Pearce</a>	<a href="#">Sound Collection</a> <a href="#">Sound Collection Sheet</a>	Wellness with Mr. Cassidy	<a href="#">Read Aloud with Ms. Sajdera</a>	Library with Ms. Sajdera

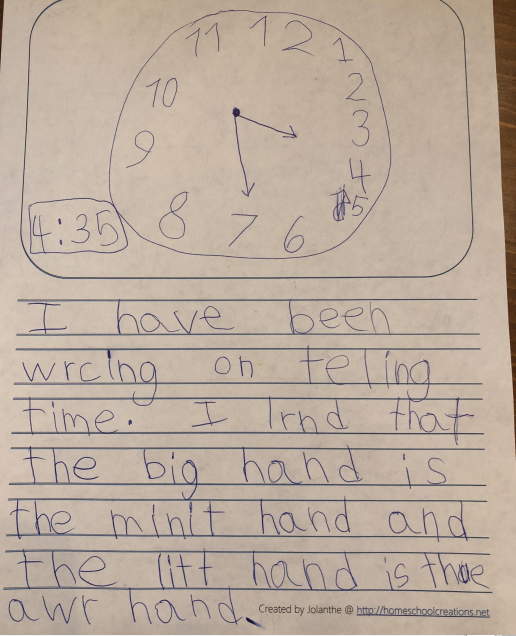




*It is more challenging to figure out the HOW to teach than the WHAT to teach in our current environment.*







we droo a big klek  
in our driveway  
we youst my  
stiks. and movt  
the stiks upawhd  
the klock.  
Now I can tell  
time

I had me and my  
sistr caggie weat out  
sxd and PLATED  
Fowres. I DO not  
rmemr the van  
OF them. sun  
seeds wrt rawnrd  
and sun wrt portin  
But most wrt  
small and wrt  
to small to s  
in I murt  
that will Bwrm.



▶ 0:00 / 0:25

Apr 6, 2020

♥ Ms. Carpenito

♥ Mrs. Caron What a detailed drawing! I like all the colors you used. - Mrs. Caron

Ms. Carpenito Did you get really wet? Great picture of you at the chicken coop.

Lia S

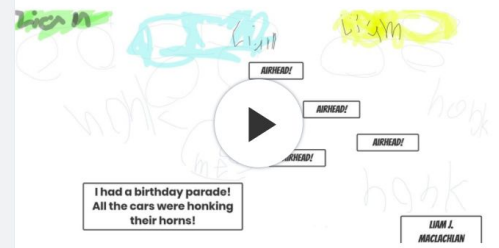


♥ Ms. Goldner I love your comparison "I wanted to jump out of my shoes!"

Ana T I love playing with my dog to

Apr 6, 2020

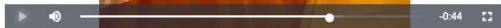
Lia M



♥ Ms. Carpenito

♥ Ms. Carpenito Liam I really like your recording. Happy Birthday Liam!

Apr 6, 2020



● **Keri Malm** I'm so impressed Claire! Your design was so thoughtful and creative and very successful! I loved that you kept trying higher and higher! I especially loved seeing your smiling face :)

In response to: Mystery Science-How is a Rainbow Made? Week of 4/6/20



Apr 7, 2020

🗨️ **Keri Malm** This is amazing Addy! I love how you set this up and explained everything. Excellent job, I'm impressed!

In response to: Mystery Science-How is a Rainbow Made?

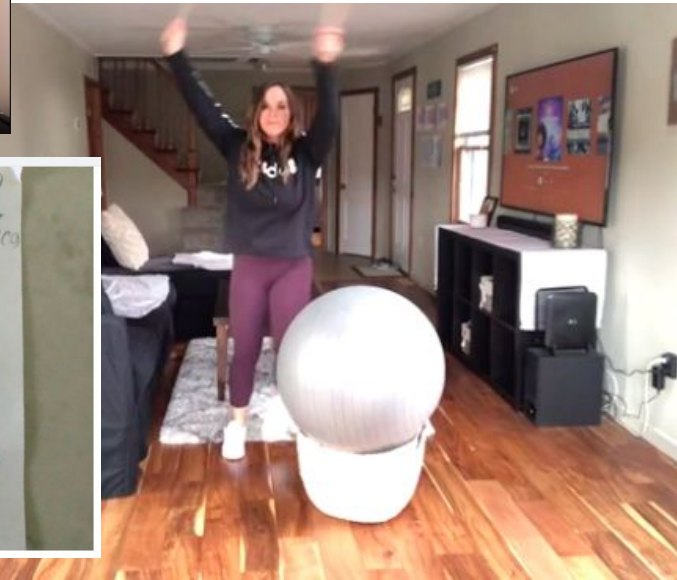
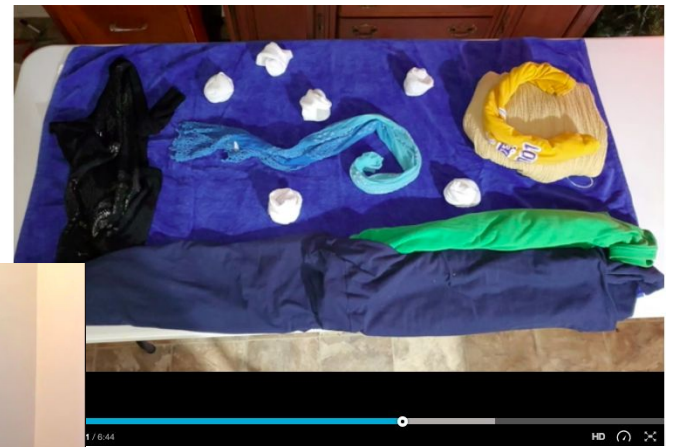


That's the only way we can see it. It was amazing!

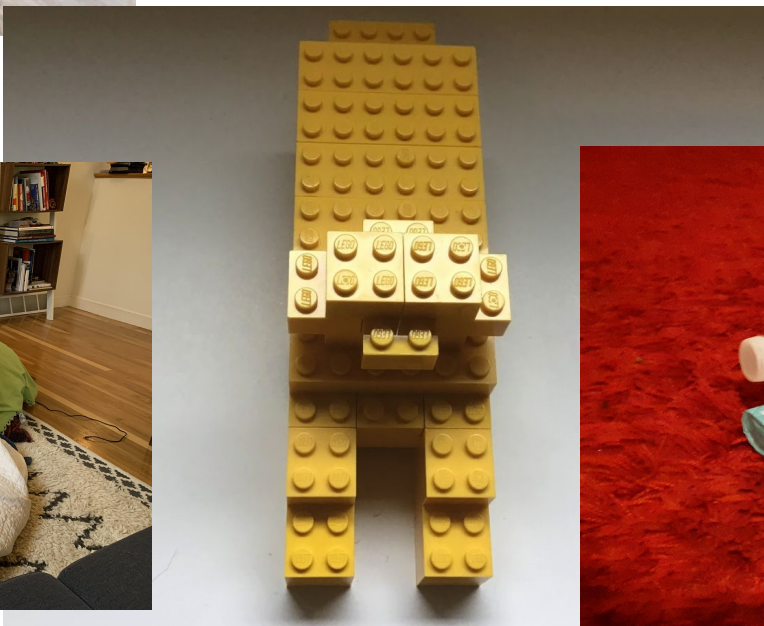
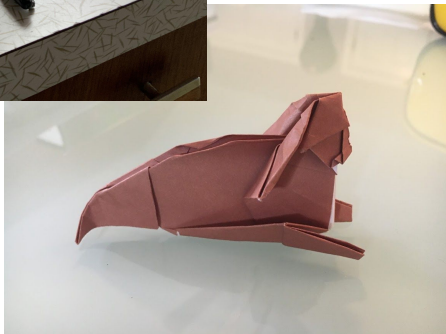


1/2









# Today is...

Wednesday, April 8 2020

Complete by:  
April 14, 2020



Question? Comment?  
You can also leave me a  
comment! Just click  
"Insert" then  
"Comment."

## ✓ Actions:

Remember this is Activity #1 in a week's worth of work.  
Space it out but don't wait until the last minute to complete it.

- 1) If you have not done so, please submit your homework slides for last week in the Math Google Classroom
- 2) Take a look at the Collaboration document again
- 3) Watch the video.
- 4) Complete the handout with by paper if you have printer or on the slides.

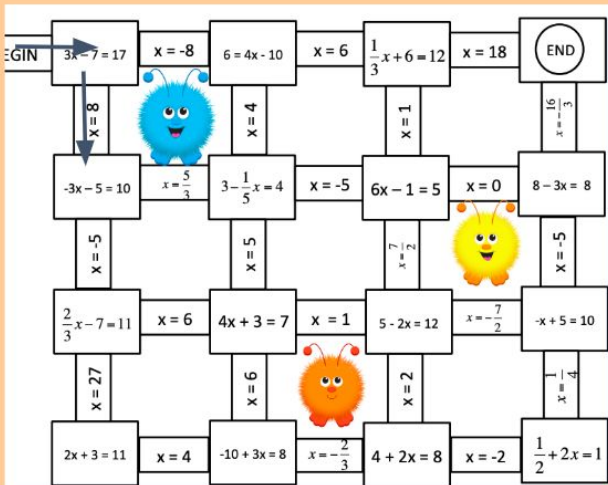
Everything is located here in this slide deck.

## I can:

- Expand an expression using the distributive property

## Two Step Equation Monster Maze

Start at the beginning. Each correct answer will lead you to the next equation. Get all of them right and you will get to the end.

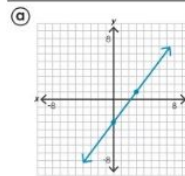


## Finding Slope Exit Slip

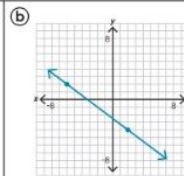
Fill out this exit slip to let me know what you understand about finding slope from a graph

Slope exit ticket. Use this page as a reference as you fill out the multiple choice questions below.

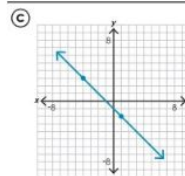
Find the slope of each line graphed below.



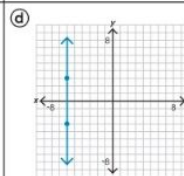
$m =$  \_\_\_\_\_



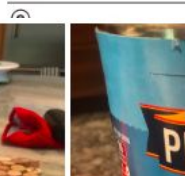
$m =$  \_\_\_\_\_



$m =$  \_\_\_\_\_



$m =$  \_\_\_\_\_



$m =$  \_\_\_\_\_



Lysol wipes R:2 H:8.5 V:34π



Soup can 1 R:1.5 H:4 V:60π





**Thu. 4/9/20**  
**Daily Warm-Up due by 3 pm**

### DIRECTIONS:

- (1) Read the article. Then choose and state your position on the given "Four Corners Statement."
- (2) Write a response defending your position. Use text evidence to prove your point.
- (3) Write your name in parentheses after your response so you get credit.
- (4) Done! -- No need to "turn in" since this is one shared document.
- (5) If you want to see what other people wrote, you must check back before 3 pm when this assignment will be gone from the site.

### FOUR CORNERS statement:

Driverless cars will make life better for most Americans by giving them more choices about where to work and where to live.

**STRONGLY AGREE?**

**AGREE?**

**DISAGREE?**

**STRONGLY DISAGREE?**

**STRONGLY AGREE = 1**

**AGREE = 26**

**DISAGREE = 13**

**STRONGLY DISAGREE = 2**

**DQ (agreed AND disagreed) = 2**

## Emperor Penguin: Antarctic Swimmer

Written and illustrated by Ash Blake



**Description-** Emperor penguins are the largest type of penguin in the world. Emperors can dive deeper than any other penguin. Emperors and their closest relatives, the king penguin have unique breeding cycles, with very long chick-rearing periods. The emperor penguins breed the furthest south of any penguin species, forming large colonies on the sea-ice surrounding the Antarctic continent.



**Adaption-** Emperor penguins feed on fish, krill and squid which they catch on dives that are longer and deeper than any other penguin or bird species. They can dive to a depth of 1,800 feet and hold their breath for 22 minutes. This allows them to reach and exploit food resources that other birds can't reach.



**Uniqueness/specialty-** Emperors can dive deeper than any other penguin, the coldest temperature that emperors can live in is 40 F, and the life span on an emperor is around 20 years.



**Climate change-** Experts say the emperor raise their babies on sea ice and if this platform is greatly curtailed, then it's likely to put the animals' numbers into steep decline.

# Amount of structured learning per day

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We are following DESE's guidelines that "districts support students to engage in meaningful and productive learning for approximately half the length of a regular school day." This total time could include any combination of:

- Students log-on to Google Meet for a live session
- Students watch a short clip from a teacher who introduces learning before doing independent work
- Students independently work on their posted assignments (online or offline work)

The times listed are approximate, will shift from day to day, and could be different for individual children. Students will also receive feedback on their work from teachers each week.

Preschool	K-5	6-8
Suggested schedule for daily use with activities tied to learning targets for each week.	Literacy -- 30 min Math -- 30 min Science -- 20 min Social Studies/FLES -- 20 min Daily Special -- 30 min	Math -- 30 min ELA -- 30 min Science -- 30 min Social Studies -- 30 min World Language -- 30 min Daily Special -- 30 min

# New content

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- DESE has strongly recommended “that districts and schools focus on reinforcing skills already taught this school year and applying and deepening these skills.”
- Now we have more and more teachers introducing new content to students and this will continue, after seeing that students are ready to move on to new content (just like when we are in school).
- Determining essential content for core academics in case of longer-term closure.

# Questions raised

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- Will students earn grades during the closure / are students going to be penalized if they can't do all the tasks teachers are asking them to do?
- What happens if my child hasn't learned what they need to learn or "falls behind" (especially for 8th graders)?
- Will my child move onto the next grade level next year / what will next year's schooling look like in terms of curriculum?
- Will my child's IEP be fully implemented when we return to school?
- What if my child's IEP expires during this time of school closure?
- If I attend a Team Meeting will the IEP be proposed and implemented for remote learning?

# Collaborating in different ways

---

This period requires that we:

- significantly increase cross-campus planning
- open-source teacher-created resources across grade levels and campuses
- share workload across groups rather than as individuals or individual teams in order to accomplish more and preserve teacher sustainability
- group learning opportunities across grades, if appropriate
- embrace the mantra of working smarter, not harder