

**STUDENT/TEACHER SCHEDULE TK-K**

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:15 8:15-9:00  DIRECT INSTRUCTION	Take attendance/ Classroom morning routine/SEL ELA-Whole class instruction	Take attendance/ Classroom morning routine/SEL ELA-Whole class instruction	Take attendance/ Morning welcome Review daily assignments	Take attendance/ Classroom morning routine/SEL ELA-Whole class instruction	Take attendance/ Classroom morning routine/SEL ELA-Whole class instruction
9:00 - 9:30	ELD	ELD	ELD	ELD	ELD
9:00 - 10:00 Small group/SPED services/individual check-ins	ELA-Foundational Literacy small groups Teacher leads three 20 minute groups Independent work for students when not in small group instruction	ELA-Foundational Literacy small groups Teacher leads three 20 minute groups Independent work for students when not in small group instruction	9:30 - 10:00 Dedicated Arts Instruction	ELA-Foundational Literacy small groups Teacher leads three 20 minute groups Independent work for students when not in small group instruction	ELA-Foundational Literacy small groups Teacher leads three 20 minute groups Independent work for students when not in small group instruction
10:00 - 10:30	Recess	Recess	Monthly Arts Assembly	Recess	Recess
10:30 - 11:00 DIRECT INSTRUCTION	Math Instruction - Whole class instruction	Math Instruction - Whole class instruction	10:30-11:30 Independent work/supplemental programs (Lexia/MyOn, etc.)	Math Instruction - Whole class instruction	Math Instruction - Whole class instruction
11:00 - 11:30 Small group/SPED services/individual check-ins	Math small groups Independent work	Math small groups Independent work	10:30-12:30 Professional Development for teachers/ PLCs	Math small groups Independent work	Math small groups Independent work
11:30 - 12:30	Lunch	Lunch	LUNCH	Lunch	Lunch
12:30 - 12:55	PE	PE		PE	PE
1:00 - 1:30	Independent work/supplemental programs (Lexia/MyOn, etc.)  Teacher Prep 1:30-3:00	Independent work/supplemental programs (Lexia/MyOn, etc.)  Teacher Prep 1:30-3:00		Independent work/supplemental programs (Lexia/MyOn, etc.)  Teacher Prep 1:30-3:00	Independent work/supplemental programs (Lexia/MyOn, etc.)  Teacher Prep 1:30-3:00
1:30-2:00					

## STUDENT/TEACHER SCHEDULE 1st GRADE

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 -8:15	Take attendance/Morning welcome	Take attendance/Morning welcome	Take attendance/ Morning welcome	Take attendance/Morning welcome	Take attendance/Morning welcome
8:15- 9:00	Zoom/ELA-Whole class instruction	Zoom/ELA-Whole class instruction	Dedicated Arts Instruction	Zoom/ELA-Whole class instruction	Zoom/ELA-Whole class instruction
9:00 - 10:00	Zoom/ELA-Foundational Literacy small groups Teacher leads three 20 minute groups  Independent work for students when not in small group instruction	Zoom/ELA-Foundational Literacy small groups Teacher leads three 20 minute groups  Independent work for students when not in small group instruction	Review Work for Day  Zoom/ELA-Foundational Literacy small groups Teacher leads three 20 minute groups  Independent work for students when not in small group instruction	Zoom/ELA-Foundational Literacy small groups Teacher leads three 20 minute groups  Independent work for students when not in small group instruction	Zoom/ELA-Foundational Literacy small groups Teacher leads three 20 minute groups  Independent work for students when not in small group instruction
9:30 - 10:00	ELD/Recess	ELD/Recess	ELD/Recess	ELD/Recess	ELD/Recess
10:00 - 10:30	PE	PE	Monthly Arts Assembly	PE	PE
10:30 - 11:15	Zoom/Math Instruction - Whole class instruction	Zoom/Math Instruction - Whole class instruction	Professional Development for teachers/ PLC time 10:30-12:30	Zoom/Math Instruction - Whole class instruction	Zoom/Math Instruction - Whole class instruction
11:15 - 12:15	Zoom/Math small groups Teacher leads three 20 minute groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads three 20 minute groups Independent work for students when not in small group instruction	Student independent work 10:30-11:30	Zoom/Math small groups Teacher leads three 20 minute groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads three 20 minute groups Independent work for students when not in small group instruction
12:15 - 1:00	Lunch	Lunch	TEACHER LUNCH 12:30-1:00	Lunch	Lunch
1:00-1:30	Independent Reading/ MyOn/AR	Independent Reading/ MyOn/AR	TEACHER PREP 1:00-3:00	Independent Reading/ MyOn/AR	Independent Reading/ MyOn/AR
1:30 - 2:00	LEXIA	LEXIA		LEXIA	LEXIA
2:00-2:30	Zoom/SEL lessons/ Classroom circles/ review assignments	Zoom/SEL lessons/ Classroom circles/ Review assignments		Zoom/SEL lessons/ Classroom circles <b>*Science for grades 3-6</b>	Zoom/SEL lessons/ Classroom circles <b>*Science for grades 3-6</b>
2:30-3:00	Complete classwork assignments  Teacher Prep Time	Complete classwork assignments  Teacher Prep Time		Complete classwork assignments  Teacher Prep Time	Complete classwork assignments  Teacher Prep Time

## 2nd GRADE

	Monday	Tuesday	Wednesday	Thursday	Friday	
8:00 -8:15	Take attendance/Morning welcome	Take attendance/Morning welcome	Take attendance/Morning welcome	Take attendance/Morning welcome	Take attendance/Morning welcome	
8:30 - 9:00 ELD	ELD	ELD	Zoom/ELA-Whole class instruction Zoom/Math Instruction - Whole class instruction	ELD	ELD	
8:15- 8:45	Zoom/ELA-Foundational Literacy small groups Teacher leads three 20 minute groups  Independent work for students when not in small group instruction	Zoom/ELA-Foundational Literacy small groups Teacher leads three 20 minute groups  Independent work for students when not in small group instruction		Monthly Arts Assembly 2/3 9-9:30	Zoom/ELA-Foundational Literacy small groups Teacher leads three 20 minute groups  Independent work for students when not in small group instruction	Zoom/ELA-Foundational Literacy small groups Teacher leads three 20 minute groups  Independent work for students when not in small group instruction
8:45 - 9:15						
9:15 - 10:00	Zoom/ELA-Whole class instruction		Dedicated Arts Instruction 9:30 - 10:30 (Rotation)  BREAK 9:15 - 9:30	Zoom/ELA-Whole class instruction	Zoom/ELA-Whole class instruction	
10:00 - 10:30	Recess	Recess	Student independent work 10:30-11:30  Professional Development for teachers/ PLC time 10:30-12:30	Recess	Recess	
10:30 - 11:00	Zoom/Math Instruction - Whole class instruction	Zoom/Math Instruction - Whole class instruction		Zoom/Math Instruction - Whole class instruction	Zoom/Math Instruction - Whole class instruction	
11:00 - 11:30	Zoom/Math small groups Teacher leads three 20 minute groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads three 20 minute groups Independent work for students when not in small group instruction		Zoom/Math small groups Teacher leads three 20 minute groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads three 20 minute groups Independent work for students when not in small group instruction	
11:30 - 12:00	Lunch	Lunch	TEACHER LUNCH	Lunch	Lunch	
12:00 - 12:30	Lexia	Lexia		Lexia	Lexia	
12:30 - 1:00	Zoom/Math small groups Teacher leads three 20 minute groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads three 20 minute groups Independent work for students when not in small group instruction		Zoom/Math small groups Teacher leads three 20 minute groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads three 20 minute groups Independent work for students when not in small group instruction	
1:00-1:50	Independent Reading/ MyOn/AR	Independent Reading/ MyOn/AR	TEACHER PREP 1:00-3:00	Independent Reading/ MyOn/AR	Independent Reading/ MyOn/AR	
1:50 - 2:15	PE	PE		PE	PE	
2:15-2:30	Zoom/SEL lessons/ Classroom circles/ review assignments	Zoom/SEL lessons/ Classroom circles/ Review assignments		Zoom/SEL lessons/ Classroom circles/ Review assignments	Zoom/SEL lessons/ Classroom circles/ Review assignments	
2:30-3:00	Complete classwork assignments Teacher Prep Time	Complete classwork assignments Teacher Prep Time		Complete classwork assignments Teacher Prep Time	Complete classwork assignments Teacher Prep Time	

### 3rd Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:15	Take attendance/Morning welcome	Take attendance/Morning welcome	Take attendance/Morning welcome	Take attendance/Morning welcome	Take attendance/Morning welcome
8:15 - 8:45	ELA	ELA	Zoom/Math/EL Whole Class	ELA	ELA
8:45 - 9:10	PE	PE	Monthly Arts Assembly % 9:00 - 9:30	PE	PE
9:15 - 10:00	Zoom/ELA-Whole class instruction	Zoom/ELA-Whole class instruction	9:15 - 9:30 Break 9:30 - 10:30 Elective	Zoom/ELA-Whole class instruction	Zoom/ELA-Whole class instruction
10:00 - 10:30	Recess	Recess		Recess	Recess
10:30 - 11:15	Zoom/Math Instruction - Whole class instruction	Zoom/Math Instruction - Whole class instruction	Professional Development for teachers/ PLC time 10:30-12:30	Zoom/Math Instruction - Whole class instruction	Zoom/Math Instruction - Whole class instruction
11:15 - 12:00	Lunch	Lunch		Lunch	Lunch
12:00 - 12:45	Zoom/Math small groups Teacher leads three 20 minute groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads three 20 minute groups Independent work for students when not in small group instruction		Lunch 12:30 - 1:00	Zoom/Math small groups Teacher leads three 20 minute groups Independent work for students when not in small group instruction
12:45 - 1:45	Independent Reading/ MyOn/AR Zoom/ELA-Foundational Literacy small groups Teacher leads three 20 minute groups  Independent work for students when not in small group instruction	Independent Reading/ MyOn/AR/Lexia Zoom/ELA-Foundational Literacy small groups Teacher leads three 20 minute groups  Independent work for students when not in small group instruction	TEACHER PREP 1:00-3:00	Independent Reading/ MyOn/AR Zoom/ELA-Foundational Literacy small groups Teacher leads three 20 minute groups  Independent work for students when not in small group instruction	Independent Reading/ MyOn/AR Zoom/ELA-Foundational Literacy small groups Teacher leads three 20 minute groups  Independent work for students when not in small group instruction
1:45 - 2:00	Zoom/SEL lessons/ Classroom circles/ review assignments	Zoom/SEL lessons/ Classroom circles/ Review assignments		Zoom/SEL lessons/ Classroom circles <b>*Science for grades 3-6</b>	Zoom/SEL lessons/ Classroom circles <b>*Science for grades 3-6</b>
2:00 - 3:00	Complete classwork assignments Teacher Prep Time	Complete classwork assignments Teacher Prep Time		Complete classwork assignments Teacher Prep Time	Complete classwork assignments Teacher Prep Time

## 4th Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 -8:15	Take attendance/Morning welcome	Take attendance/Morning welcome	Take attendance/ Morning welcome	Take attendance/Morning welcome	Take attendance/Morning welcome
8:15 - 8:45	Zoom/Math Instruction - Whole class instruction	Zoom/Math Instruction - Whole class instructions	Monthly Arts Assembly 4-6	Zoom/Math Instruction - Whole class instruction	Zoom/Math Instruction - Whole class instruction
8:45- 9:00			Zoom/Math Instruction - Whole class instruction 9:00-9:30 Zoom/ELA-Whole class instruction		
9:00 - 9:15	Stretch Break	Stretch Break	9:15 - 9:30 Break 9:30 - 10:30 ELECTIVE	Stretch Break	Stretch Break
9:15-10:00	Zoom/ELA-Whole class instruction	Zoom/ELA-Whole class instruction		Recess	Recess
10:00-10:30	Recess	Recess		Professional Development for teachers/ PLC time 10:30-12:30	PE Middleton
10:30-11:15	PE Ford/Middleton SS	PE Middleton	Zoom/ELA-Foundational Literacy small groups Teacher leads three 20 minute groups  Independent work for students when not in small group instruction		Zoom/ELA-Foundational Literacy small groups Teacher leads three 20 minute groups  Independent work for students when not in small group instruction
11:15 - 12:15	Zoom/ELA-Foundational Literacy small groups Teacher leads three 20 minute groups  Independent work for students when not in small group instruction	Zoom/ELA-Foundational Literacy small groups Teacher leads three 20 minute groups  Independent work for students when not in small group instruction	Teacher Lunch 12:30 - 1:30 TEACHER PREP 1:00-3:00	Lunch	Lunch
12:15 - 12:45	Lunch	Lunch		12:45 - 1:15 - Whole class/ Science SEL lessons/Classroom circles  1:15 - 1:45 Zoom/math small group Independent work for students when Not in small group instruction	12:45 - 1:15 - Whole class/Science SEL lessons/Classroom circle  1:15 - 1:45 Zoom/math small group Independent work for students when Not in small group instruction
12:45 - 1:45	12:45 - 1:15 - Whole class Zoom/SEL lessons/Classroom circles/ review assignments  1:15 - 1:45 Zoom/math small group Independent work for students when Not in small group instruction	12:45 - 1:15 - Whole classZoom/SEL lessons/Classroom circles/ review assignments  1:15 - 1:45 Zoom/math small group Independent work for students when Not in small group instruction	ELD 4/5/Lexia AR non ELD	ELD 4/5/Lexia AR non ELD	ELD 4/5/Lexia AR non ELD
1:15-1:45	ELD 4/5/Lexia AR non ELD	ELD 4/5/Lexia AR non ELD		Lexia/AR	Lexia/AR
1:45 - 2:15	Lexia/AR	Lexia/AR	Independent Work	Independent Work	
2:15-2:45	Independent Work	Independent Work	Complete classwork assignments  Teacher Prep Time	Complete classwork assignments  Teacher Prep Time	
2:45-3:00	Complete classwork assignments  Teacher Prep Time	Complete classwork assignments  Teacher Prep Time	Complete classwork assignments  Teacher Prep Time	Complete classwork assignments  Teacher Prep Time	

## 5th Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 -8:15	Take attendance/Morning welcome	Take attendance/Morning welcome	Take attendance/ Morning welcome	Take attendance/Morning welcome	Take attendance/Morning welcome
8:15 - 8:45	Zoom/Math small groups Teacher leads three 20 minute groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads three 20 minute groups Independent work for students when not in small group instruction	Monthly Arts Assembly 4-6	Zoom/Math small groups Teacher leads three 20 minute groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads three 20 minute groups Independent work for students when not in small group instruction
8:45- 9:15			Zoom whole group instruction ELA/MATH		
9:15-10:00	Zoom/Math- Whole class instruction	Zoom/Math- Whole class instruction	9:15 - 9:30 Break ELECTIVE 9:30 - 10:30	Zoom/Math- Whole class instruction	Zoom/Math- Whole class instruction
10:00-10:30	Recess	Recess		Recess	Recess
10:30-11:15	Zoom/ELA-Foundational Literacy small groups Teacher leads three 20 minute groups  Independent work for students when not in small group instruction	Zoom/ELA-Foundational Literacy small groups Teacher leads three 20 minute groups  Independent work for students when not in small group instruction	Professional Development for teachers/ PLC time 10:30-12:30	Zoom/ELA-Foundational Literacy small groups Teacher leads three 20 minute groups  Independent work for students when not in small group instruction	Zoom/ELA-Foundational Literacy small groups Teacher leads three 20 minute groups  Independent work for students when not in small group instruction
11:15 - 12:00	PE Mello	PE Wellard		PE Wellard	PE Mello
12:00-12:30	Lunch	Lunch		Lunch	Lunch
12:30 - 1:15	Zoom/ELA-Whole Class	Zoom/ELA-Whole Class	Lunch	Zoom/ELA-Whole Class	Zoom/ELA-Whole Class
1:15-1:45	ELD 4/5/AR/MyOn	ELD 4/5/AR/MyOn	TEACHER PREP 1:00-3:00	ELD 4/5/AR/MyOn	ELD 4/5/AR/MyOn
1:45 - 2:15	Zoom/SEL lessons/ Classroom circles/ review assignments	Zoom/SEL lessons/ Classroom circles/ review assignments		Zoom/Science	Zoom/Science
2:15-2:45	<b>Silent reading (no Zoom)</b>	<b>Silent reading (no Zoom)</b>		<b>Silent reading (no Zoom)</b>	<b>Silent reading (no Zoom)</b>
2:45-3:00	Complete classwork assignments Teacher Prep Time	Complete classwork assignments Teacher Prep Time		Complete classwork assignments Teacher Prep Time	Complete classwork assignments Teacher Prep Time

## 6th Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 -8:15	Take attendance/Morning welcome	Take attendance/Morning welcome	Take attendance/ Morning welcome	Take attendance/Morning welcome	Take attendance/Morning welcome
8:15 - 8:45	Zoom/Math- Whole class instruction	Zoom/Math- Whole class instruction	Monthly Assembly 4-6	Zoom/Math- Whole class instruction	Zoom/Math- Whole class instruction
8:45- 9:00			Zoom/ELA-Whole class instruction Zoom/Math Instruction - Whole class instruction		
9:00-10:00	Zoom/Math small groups Teacher leads three 15 minute groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads three 15 minute groups Independent work for students when not in small group instruction	9:15 - 9:30 Break  9:30 - 10:30 ELECTIVE 3-6	Zoom/Math small groups Teacher leads three 15 minute groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads three 15minute groups Independent work for students when not in small group instruction
10:00-10:30	Recess	Recess		Recess	Recess
10:30-11:15	Zoom/ELA-Whole Class	Zoom/ELA-Whole Class	Student independent work 10:30-11:30  Professional Development for teachers/ PLC time 10:45 - 12:15	Zoom/ELA-Whole Class	Zoom/ELA-Whole Class
11:15 - 12:00	LUNCH	LUNCH	LUNCH 12:15 -1:00 Teachers	LUNCH	LUNCH
12:00 - 1:00	Zoom/ELA-Foundational Literacy small groups Teacher leads three 20 minute groups  Independent work for students when not in small group instruction	Zoom/ELA-Foundational Literacy small groups Teacher leads three 20 minute groups  Independent work for students when not in small group instruction		Zoom/ELA-Foundational Literacy small groups Teacher leads three 20 minute groups  Independent work for students when not in small group instruction	Zoom/ELA-Foundational Literacy small groups Teacher leads three 20 minute groups  Independent work for students when not in small group instruction
1:00-1:45	PE Powell	PE Foss/Barton		PE Foss/Barton	PE Powell
1:45 - 2:15	Zoom/SEL lessons/ Classroom circles/ review assignments	Zoom/SEL lessons/ Classroom circles/ Review assignments		Zoom/Science	Zoom/Science
2:15-2:45	AR (Independent - OFF zoom)	AR (Independent - OFF zoom)		AR (Independent - OFF zoom)	AR (Independent - OFF zoom)
2:45-3:00	Complete classwork assignments Teacher Prep	Complete classwork assignments Teacher Prep		Complete classwork assignments Teacher Prep	Complete classwork Assignments Teacher Prep


**REQUIRED ZOOM TIMES**





**Guidance for Core Instructional Schedule**

Teachers should pull small groups for at least 2 hours daily to differentiate instruction and address learning loss.

Content	Student Frequency	Focus
<b>Morning Meeting</b>	5x/week	<p>Opportunity to build student relationships to reinforce the purpose of welcome. Set expectations for day/review rules/behavior goal of day.</p> <p><a href="#">Click HERE</a> for a lesson template developed based on a 30 min lesson. It can easily be modified.</p> <p>Classroom Mgt needs to be taught throughout the day from day 1 - day 20. Brain breaks are key - See the lesson template above!!</p>
<b>Foundational Literacy OR Math (small groups)</b>	4x/week	<p>All students need daily work to learn how to decode, read fluently, comprehend text, and write effectively. Teachers and paraeducators/tutors provide daily, small group instruction. Example:</p> <p>A - work with Teacher (20min)            B - work with para/other support or indep (20 min)            C - work independently on foundational skills (alone or partners)            D - work independently on foundational skills (alone or partners)</p> <p>For those students working independently:            Click <a href="#">HERE</a> to watch just the beginning of this excellent lesson on problem solving. Teacher is a K teacher, but this would work with any level TK-12 during independent work time using a recorded lesson.</p> <p>Illustrative Math Distance Resources:            This is a doable way for K-8 teachers to include rich math problem solving discussion in math lessons (synchronous or asynchronous). Leveled prompts are included with each image.</p> <p>Click on the grade level to access the slides:  <a href="#">K-5</a>  <a href="#">6-8</a></p> <p>Small group work and independent work needs to be STANDARDS BASED.</p>
<b>ELA</b>	Daily	<p>ELA instruction should be anchored in the adopted curriculum and instructional routines. Teachers will provide whole class instruction daily, in addition to small group instruction. In all settings, teachers will incorporate reading strategies such as multiple readings and building vocabulary knowledge. To extend learning, students should also engage independent reading and writing each day and receive regular feedback from the teacher.</p>
<b>ELD Required for EL</b>	4-5x week	<p>30 minutes of Designated ELD Instruction will be taught to English Learners, as well as integrated ELD through core content areas. Students will be grouped by grade level and ability. Grade level teachers will each have a level they teach during the same designated time so that all students receive leveled instruction tailored to their needs.</p>
<b>Math</b>	Daily	<p>Math instruction will consist of daily teacher-led lessons that are aligned to grade level standards. Teachers will provide whole class instruction daily, in addition to small group instruction. In all settings, teachers will incorporate proven strategies such as using visuals and manipulatives, and engaging in number talks.</p>
<b>Science</b>	Mostly integrated	<p>Teachers emphasize NGSS standards and integrate with literacy when possible. Students should engage in independent science</p>



		learning at least once a week and a teacher-directed lesson at least 2 times/week (for grades 3-6).
<b>Social Studies</b>	Integrated	Social studies themes should be integrated into ELA whenever possible.
<b>Physical Education</b>	2x/week	Daily exercise for every child with 2 structured P.E. lessons per week.
<b>Music &amp; Art</b>	1x week Integrated daily	Arts themes should be integrated with academic content when possible.
<b>Classroom circles &amp; Social emotional learning (SEL)</b>	Daily	<p>Teacher-led classroom circles, coupled with SEL lessons, to build community and allow teachers to check for understanding, review learning goals, objectives, and assignments or as an opportunity to integrate weekly academic content (e.g. science, art, current events, etc).</p> <p>Reflection - student academic &amp; behavior reflection is key. SEL--Optimistic send off or something to look forward to or connect to tomorrow's learning. See below resources.</p> <div data-bbox="577 594 991 1133" data-label="Complex-Block">  <p><b>THREE SIGNATURE SEL PRACTICES FOR THE CLASSROOM*</b> Creating the Conditions for Student Learning CUSD Core Values: Students First • Equity • Excellence • Integrity • Culturally Responsive • Joy</p> <p><b>WELCOMING RITUAL (2-10 minutes)</b> <b>Activities for Inclusion</b> Ritual openings establish safety and predictability, support contribution by all voices, reinforce norms for respectful listening, allow students to connect with one another and create a sense of belonging. To be successful, these activities must be carefully chosen, connected to the learning of the day and engagingly facilitated.</p> <p><b>EXAMPLES FROM THE CLASSROOM</b></p> <ul style="list-style-type: none"> <li>• Every voice is heard</li> <li>• Purposeful social interactions</li> <li>• Class meetings</li> <li>• Smile &amp; greet each person by name</li> </ul> <p><b>SCHOOL-WIDE</b></p> <ul style="list-style-type: none"> <li>• Adults express joy in seeing students</li> <li>• Stack of breakfast items on office counter = glad to see late arrivals</li> <li>• Morning announcements include student voice</li> </ul> <p><b>ENGAGING PRACTICES (1-15 minutes)</b> <b>Academic Integration, Sense-Making, Transitions &amp; Brain Breaks</b> Engaging practices are brain-compatible strategies that can foster relationships, cultural humility and responsiveness, empowerment, and collaboration. Intentionally build student SEL skills and then authentically practice these skills throughout the school day. Provide thoughtful transitions and opportunities for brain breaks that help integrate new information into long-term memory, otherwise it is soon forgotten. Balance opportunities for quiet reflection and writing with more active activities.</p> <p><b>EXAMPLES FROM THE CLASSROOM</b></p> <ul style="list-style-type: none"> <li>• Opportunities for Interaction: Cultivate practices that involve interactions in partnerships, triads, small groups and as a whole group</li> <li>• Explicitly teach SEL skills through evidence-based programs</li> <li>• Turn To Your Partner: Sharing and listening to make sense of new input</li> <li>• Co-create and regularly revisit working agreements with your students</li> <li>• Brain Break - Stand and Stretch: Refresh and reset the brain with movement, music, quiet reflection</li> </ul> <p><b>OPTIMISTIC CLOSURE (3-5 minutes)</b> <b>Reflections and Looking Forward</b> Provide intentional closure by having students reflect on and then name something that helps them transition on an optimistic note. This provides a positive way to reinforce learning, can connect school to home/community, and creates a moment of looking forward to coming back.</p> <p><b>EXAMPLES FROM THE CLASSROOM</b></p> <p>Think of...</p> <ul style="list-style-type: none"> <li>• Something I learned today</li> <li>• Someone I was able to help</li> <li>• Something I want to share with an adult</li> <li>• Something I'm looking forward to doing tomorrow</li> <li>• Something I enjoyed about the day</li> <li>• Someone who was kind/helpful to me</li> </ul> </div>
		<div data-bbox="997 747 1564 1136" data-label="Complex-Block"> <h3>Teachers Want Clear Guidance in New Environment</h3> <p>Transition to Remote Learning While Managing Student Wellness Overwhelming</p> <p><b>Expert Insights Highlight Four Key Themes for Educators During COVID-19</b></p> <div data-bbox="1018 836 1543 1128"> <div data-bbox="1018 836 1281 982"> <p><b>Connect with students individually</b></p> <ul style="list-style-type: none"> <li>- Send a note to check in</li> <li>- Send positive feedback to work</li> <li>- Ask questions to individual students during synchronous classes</li> <li>- Give shoutouts in weekly updates</li> </ul> </div> <div data-bbox="1291 836 1543 982"> <p><b>Help students to connect with each other</b></p> <ul style="list-style-type: none"> <li>- Consider using Zoom breakout rooms for group discussions</li> <li>- Pair students to collaborate on virtual assignments</li> <li>- Set up virtual "coffee hours" for students to join</li> </ul> </div> <div data-bbox="1018 990 1281 1128"> <p><b>Use optimistic language</b></p> <ul style="list-style-type: none"> <li>- "When we come back next fall..."</li> <li>- "When you're back playing in sports teams/musical ensembles"</li> <li>- "Who's looking forward to returning to school lunches?"</li> </ul> </div> <div data-bbox="1291 990 1543 1128"> <p><b>Maintain a trauma-informed lens</b></p> <ul style="list-style-type: none"> <li>- Watch for disconnected students</li> <li>- Use Relationship Mapping to prioritize building connections</li> <li>- Assume that every student in your class could be experiencing trauma at this time</li> </ul> </div> </div> </div>

		<p><b>3 Signature SEL Practices</b></p> <p> <b>Welcoming/Inclusion Activities</b></p> <ul style="list-style-type: none"> <li>Open-ended community building allows interactions that support creating connections to one another and the work</li> </ul> <p> <b>Engaging Practices</b> <i>Sense-Making, Transitions, Brain Breaks</i></p> <ul style="list-style-type: none"> <li>Opportunities for individual reflection and small group interaction with dedicated time to think, share, and listen</li> <li>Brain breaks: time to stand, stretch, relax, and focus on readiness to learn</li> </ul> <p> <b>Optimistic Closures</b> <i>Reflections and Looking Forward</i></p> <ul style="list-style-type: none"> <li>May be reflective about the learning, help identify next steps, or make connections to one's own work</li> </ul>	
<p><b>Independent Reading/MyOn</b></p>	<p>Daily</p>	<p>This is an opportunity to update our teaching practices toward more effective outcomes inline with Governor Newsome's requirement for more rigor. Additionally, this is our chance to increase engagement by offering learning activities that foster student:</p> <ul style="list-style-type: none"> <li>-independence</li> <li>-self efficacy</li> <li>-voice</li> <li>-choice</li> </ul> <p>This could also be used as a 1:1 time for teachers to work with students on foundational skills such as high frequency words or fluency or vocabulary or goal setting or formative assessment/progress monitoring/feedback.</p> <p>We have site-based experts who can assist teachers with how to maximize the impact of this time.</p>	

**REQUIRED ZOOM TIMES**

**(Student instructional minutes 240+; state requirement is 230 for grades 1-3 per AB 77-Section 43501)**

SB 98 places a strong emphasis on teacher-student engagement in distance learning. Distance learning must include the following minimum components: (1) provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work; (2) content aligned to grade level standards that is provided at a level of quality and intellectual challenge equivalent to in-person instruction; (3) academic and other supports designed to address the needs of pupils who are performing below grade level, or need support in other areas; (4) special education, related services, and any other services required by a pupil's individualized education program; (5) designated and integrated instruction in English language development; and (6) **daily live interaction** with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. (Ed. Code, § 43503(b))