

Elementary Family Series: Successful Strategies for Distance Learning



Agenda

- Schedules and Routines
- Create a Learning Environment
- Technology Platforms
- Communication
- Zoom Etiquette
- Sleep
- Monitor Screen Time
- Take Care of Yourself
- Tips for Engaging Your Student

Routines and Schedules

Traditional school days provide students with a lot of structure. Students and families can work together to create routines and schedules to ensure success during distance learning.

Routines are:

- predictable and comforting
- can reduce stress
- help your child establish the mindset that they are going to school

Writing routines and checklists can be useful. It helps create the message that tomorrow is a school day by having your child prepare outfits, set an alarm, and make lunch the night before.

Each day:

- Begin and end the day by checking in
- Establish times for quiet and reflection
- Encourage physical activity, exercise, and time outdoors each day
- Know when live sessions are

COVID-19 AT-HOME LEARNING PLAN

BEFORE 9 AM	Wake up. Brush teeth, get dressed, make bed, eat breakfast, etc
9 AM	Set an intention and plan for the day
10 AM	Screen-free academic time
11 AM	Feelings check-in
12 PM	Get moving and eat lunch
1 PM	Downtime and rest
2 PM	Free-choice reading and snack
3 PM	Get moving
4 PM	Reflect
5 PM	Dinner and family time

Elementary Schedule (Grades TK-5)

Elementary Schedule	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:30 am	Opening Whole Group Instruction				
8:30 - 9:30 am	Group 1 30 min ELA 30 min Math <i>Group 2 and 3 Asynchronous</i>	Group 1 (50 min) 20 min ELD 30 min Math <i>Group 2 and 3 Asynchronous</i>	Group 1 30 min ELA 30 min Math <i>Group 2 and 3 Asynchronous</i>	Group 1 (50 min) 20 min ELD 30 min Math <i>Group 2 and 3 Asynchronous</i>	Group 1 30 min ELA 30 min Math <i>Group 2 and 3 Asynchronous</i>
9:30- 9:45 am	BREAK				
9:45-10:45 am	Group 2 30 min ELA 30 min Math <i>Group 1 and 3 Asynchronous</i>	Group 2 (50 min) 20 min ELD 30 min Math <i>Group 1 and 3 Asynchronous</i>	Group 2 30 min ELA 30 min Math <i>Group 1 and 3 Asynchronous</i>	Group 2 (50 min) 20 min ELD 30 min Math <i>Group 1 and 3 Asynchronous</i>	Group 2 30 min ELA 30 min Math <i>Group 1 and 3 Asynchronous</i>
10:45-10:50 am	Teacher Transition				
10:50-11:50 am	Group 3 30 min ELA 30 min Math <i>Group 1 and 2 Asynchronous</i>	Group 3 (50 min) 20 min ELD 30 min Math <i>Group 1 and 2 Asynchronous</i>	Group 3 30 min ELA 30 min Math <i>Group 1 and 2 Asynchronous</i>	Group 3 (50 min) 20 min ELD 30 min Math <i>Group 1 and 2 Asynchronous</i>	Group 3 30 min ELA 30 min Math <i>Group 1 and 2 Asynchronous</i>
11:50-12:20 pm	Closing Whole Group Instruction				
12:20 - 1:10 pm	LUNCH BREAK				
1:10-2:04	Asynchronous Learning (As Needed)	Asynchronous Learning (As Needed)		Asynchronous Learning (As Needed)	Asynchronous Learning (As Needed)

Synchronous Learning

(In class with a teacher)

120 minutes daily

Asynchronous Learning

(Independent)

TK/K - 60-90 min daily

1st-3rd - 120-140 min daily

4th-5th - 120-150 min daily



What types of schedules and routines do you have at home?

What kinds of successes and challenges have you encountered?

Create a Learning Environment

Creating a consistent and convenient workspace can make a huge difference in students' mindset and ability to focus. A consistent workspace will allow students to form habits relative to that space.

- Ideally, the location is not in the student's bedroom
- Eliminate distractions, like TV and background noises
- Make it comfortable, but not *too* comfortable
- Ensure the learning space has good lighting
- Have learning materials in that space (chargers, pencils, notebooks)
- Ideally, in a location where the student isn't isolated and can socialize
- Develop plans for taking breaks from the learning space to exercise, socialize, and get water/food. Ideally, the space is only used for learning
- Let your child add decorations and pictures
- Every family's situation is different, so do the best you can!

Create a Learning Environment



Know the Technology Platforms

Faribault Public Schools uses Google Classroom, Google Meet, Seesaw, Infinite Campus, and other learning platforms.

- Monitor your child's progress using Seesaw. On Seesaw Family, you can see the work your child has turned in and you can send and receive messages from the teacher.
- It's okay if you don't know everything about these learning platforms. Your student should be knowledgeable about navigating the platforms.
- Your child can use these platforms to communicate with teachers when they submit assignments.
- You can ask for a hotspot through your child's school.
- Reach out to your child's school if you are in need of additional technology assistance. [Technology Support for Families.](#)



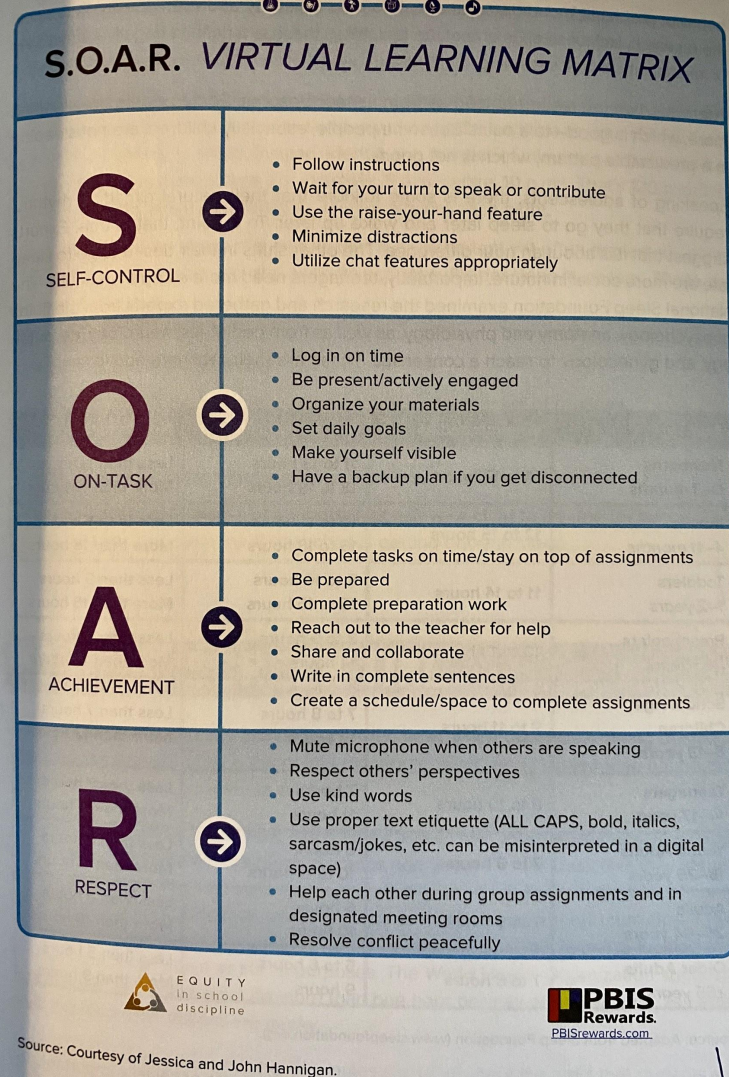
How has your experience been with technology as the main learning platform for your child?

Google Meet Etiquette

Regardless of the learning platform, there are certain behaviors and expectations to follow when learning digitally.

- Synchronous vs asynchronous learning
- Ensure your child knows the schedule for live sessions
- Occasionally monitor your students while they attend live sessions
- Encourage your child to reflect on their participation and learning in live sessions
- There are several features on Google meet including mute, chat, virtual backgrounds, polls, and an option to turn off self-view
- Know the distance learning expectations sent out by your school and support them

○ [Elementary Distance Learning Expectations](#)



Do you feel comfortable helping your child navigate online platforms? (Logging in, muting, using camera and chat features)

Communication

Just because students are learning online doesn't mean they are learning independently. Teachers still play a critical role in distance learning.

- Think of your child's teacher as a partner
- Partnerships require strong communication to be effective
- You do not have to be "the teacher" to ensure your child learns
- Establish a communication plan with your child's teacher (phone calls, Google Meet, email, etc)
- Encourage your child to reach out to teachers when they have questions
- Talk to your child more about their learning than what they are "doing;" encourage self-reflection
- Ensure your child has a weekly schedule of classes so they can build a routine around it
- Be involved in your child's education
- Get familiar with the resources and support available at your school



Questions or comments on communication?

Sleep

- Think of pre-COVID vs. the present: How has your child's/your family's sleep schedule changed?
- Sleep is as important as food water and physical/emotional safety
- Lack of sleep contributes to behavior problems, mood disturbances, emotional instability, and even obesity
- Lack of sleep has a definite negative impact on children's learning
- Sleeping in a predictable pattern is important. Create an evening routine to avoid arguments and tantrums.
- TV and tech devices should be off 1 hour before bedtime because blue lights stimulate our brains and is not good for sleeping

Age	Recommended	May be appropriate	Not recommended
Newborns 0–3 months	14 to 17 hours	11 to 13 hours 18 to 19 hours	Less than 11 hours More than 19 hours
Infants 4–11 months	12 to 15 hours	10 to 11 hours 16 to 18 hours	Less than 10 hours More than 18 hours
Toddlers 1–2 years	11 to 14 hours	9 to 10 hours 15 to 16 hours	Less than 9 hours More than 16 hours
Preschoolers 3–5 years	10 to 13 hours	8 to 9 hours 14 hours	Less than 8 hours More than 14 hours
School-Age Children 6–13 years	9 to 11 hours	7 to 8 hours 12 hours	Less than 7 hours More than 12 hours
Teenagers 14–17 years	8 to 10 hours	7 hours 11 hours	Less than 7 hours More than 11 hours
Young Adults 18–25 years	7 to 9 hours	6 hours 10 to 11 hours	Less than 6 hours More than 11 hours
Adults 26–64 years	7 to 9 hours	6 hours 10 hours	Less than 6 hours More than 10 hours
Older Adults ≥65 years	7 to 8 hours	5 to 6 hours 9 hours	Less than 5 hours More than 9 hours

Source: Adapted from Sleep Foundation (www.sleepfoundation.org).

How do you feel about the increased use of screens among students for the purposes of school, entertainment, and social media?

Monitor Screen Time

Between distance learning, entertainment, and social media, students are spending more time than ever on devices.

- There is no magic number of how long your child use screens; instead, think of what your child is *not* doing when they are using screens
 - Playing, talking with family members, doing chores, competing projects, spending time outdoors?
 - Consider the number of tasks being done vs. the number of minutes being spent
- Technology and screen time are not inherently bad
- Encourage your child to include screen free time in their daily routine
- For complex tasks and texts, the brain prefers paper. Encourage your child to use pencils and paper and to read on old-school paper when possible
- Not all apps and programs are educationally sound--you can use something like Common Sense media to research the apps your child uses



Take care of yourself

The COVID-19 pandemic has created many additional stressors. Make sure to take care of yourself!

- Routines can be protective actions you can take to ward off stress.
- Examples of activities that you can include in your routine: Taking breaks, sleeping, socializing, nutrition, exercise, and communicate with someone outside of your home each day
- Develop a work life balance plan
- Keep a dedicated workspace
- Set ground rules with the people in your space
- Create a morning routine
- Take breaks throughout the day
- End day with a routine
- What are the ways that you are coping with COVID and distance learning?



Empowering your child

Empowered and motivated children learn well. You can do the following to empower your child:

- Be an evaluator of how your child learns
- See the power of other partners in your child's education by collaborating with them
- Value what your child brings to the family and to the world
- Listen, build trust, and know how to gradually release responsibility
- Allow your child to take risks and struggle
- Praise efforts and not intelligence
- Encourage positive-self talk
- Have high expectations for your child
- Use your words wisely and be a role model
- Encourage your child to follow their interests
- Know your child's current level of understanding



Source: Spencer, John. "Empowered Learners Are Engaged Learners." *John Spencer*, 28 Apr. 2020, spencerauthor.com/empower-distance-learning/.

Additional comments and questions?

Thank you for attending!

Additional Sessions:

- Tuesday, January 19 “Literacy Strategies at Home”
- Tuesday, January 26 “Social and Emotional Learning at Home”
- recorded and placed on the website.

<https://www.faribault.k12.mn.us/district/family-engagement>