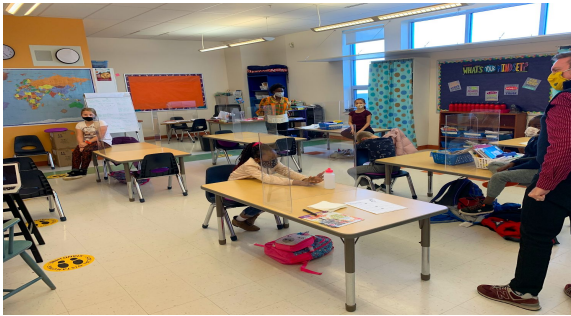






Full Remote Guideposts for PK-5

<h3>Morning Meeting</h3>		<h3>Meeting with Cohorts</h3>
<h3>Reading</h3>		<h3>30 minutes per day reading practice</h3>
<h3>Literacy</h3> <p>(Reading, Writing & Word Work)</p>		<h3>Two hours of synchronous literacy learning per week</h3> <h3>Two hours of asynchronous literacy learning per week</h3>

<h1>Math</h1>		<p>30 minutes synchronous</p> <p>30 minutes asynchronous</p>
<h1>Student Discourse</h1>		<p>Daily synchronous and/or asynchronous student discourse embedded in literacy and math instruction (verbal or written response)</p>

Full Remote Guideposts for PK-5

Updated 12/18/20

Definitions:

- Synchronous learning refers to teacher directed learning. This does not necessarily mean the teacher is conducting direct instruction for the full time. The purpose of this time is for students to have live interaction and support from their teacher.
- Asynchronous learning refers to work that can be done independently at home. This might include videos of teachers doing a mini-lesson, time engaging with a tech-enabled program or tool, independent practice with paper and pencil, etc.

Pre-K	K-5
<p>The PreK day is an integrated content experience, with content areas overlapping</p>	<p>Math:</p> <ul style="list-style-type: none"> • Two hours of synchronous math learning per week • Two hours of asynchronous math learning per week

<p>across different parts of the PreK day. The PreK week will include integrated experiences in all domains of development and ample time each day for child choice during free play. Areas of development to be addressed include language and literacy, including early literacy skills and early writing skills. According to the American Academy of Pediatrics, 4-year olds should not be on screens for more than 60 minutes per day.</p> <ul style="list-style-type: none"> ● Math ● Science ● Social studies ● Discourse (listening and speaking) ● Habits of learning ● Social emotional development 	<p>Note: Schools can determine their own specific schedule (e.g. daily 30 minutes synchronous and 30 minutes asynchronous or 60 minutes every other day or whatever schedule works well with your existing schedule and student developmental stage)</p>
	<p>Literacy (Reading, Writing, and Word Study)</p> <ul style="list-style-type: none"> ● Two hours of synchronous literacy learning per week ● Two hours of asynchronous literacy learning per week <p>Note: Content area can be integrated into this literacy block. Teachers will be offering opportunities for students to meet one on one or in small groups throughout the week.</p>
	<p>Reading:</p> <ul style="list-style-type: none"> ● 30 minutes per day reading practice via online program or physical books
	<p>Student Discourse:</p> <ul style="list-style-type: none"> ● Daily synchronous and/or asynchronous student discourse embedded in literacy and math instruction (verbal or written response)
<p>Morning Meeting:</p> <ul style="list-style-type: none"> ● Daily synchronous morning meeting (SEL, community building, etc.) <ul style="list-style-type: none"> ○ PK: 15-20 minutes ○ K-5: 30 minutes <p>Specials:</p> <ul style="list-style-type: none"> ● Four synchronous and/or asynchronous 45 minute specials per week (Art, Music, Library or PE) <p>Feedback:</p> <ul style="list-style-type: none"> ● At least twice per week (best practice daily) via SeeSaw or Google Classroom on independent work during asynchronous time <p>HOWLS:</p> <ul style="list-style-type: none"> ● Feedback on HOWLS every other week from point person 	