



## MIDDLETOWN PUBLIC SCHOOLS CLOSURE AND DISTANCE LEARNING PLAN

### INTERIM ONLINE LEARNING PLAN FOR SCHOOL CLOSURE

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Estimadas familias y estudiantes de las escuelas públicas de Middletown:

Les escribo para brindarles información detallada sobre el cierre de la escuela y orientación inicial para pasar al aprendizaje a distancia. Actualizaremos regularmente nuestra comunidad a través de actualizaciones semanales por correo electrónico y publicaciones en nuestro sitio web. Además, los maestros programará una comunicación regular con los estudiantes y las familias. Sabemos que este es un momento inquietante y queremos asegurarle que nuestro objetivo es mantener el aprendizaje y el bienestar emocional de los estudiantes en la vanguardia de nuestras mentes mientras implementamos estos planes y estructuras. Durante esta crisis de salud sin precedentes, apreciamos su colaboración y paciencia mientras hacemos la transición colectiva hacia algo nuevo para todos nosotros.

Las escuelas están cerradas y realizarán la transición al aprendizaje en línea / remoto a partir del **lunes 30 de marzo de 2020**.

Cualquier actualización sobre el plazo de cierre se comunicará por correo electrónico y en nuestro sitio web

<https://bit.ly/mpsct-covid19>. El lunes 30 de marzo de 2020 será un "lanzamiento suave" de nuestro plan de aprendizaje a distancia.

Durante el lanzamiento suave, puede esperar que los maestros se pongan en contacto con sus hijos para evaluar la conectividad, responder preguntas sobre las expectativas de aprendizaje en línea y / o compartir encuestas de estudiantes. Nuestros educadores no publicarán tareas obligatorias durante el "lanzamiento suave", ya que determinarán cómo se verá y funcionará este nuevo entorno para nuestros jóvenes.

Las Escuelas Públicas de Middletown se han asociado con The Learning Innovation Catalyst (LINC) para proporcionar a nuestros educadores un aprendizaje profesional sobre la enseñanza de forma virtual y la modificación adecuada del contenido para promover el aprendizaje de los estudiantes a su propio ritmo. Los entrenadores de LINC estarán disponibles para apoyar a nuestros educadores de manera continua durante todo este proceso.

Esta experiencia de aprendizaje a distancia brindará a nuestros estudiantes la oportunidad de participar en un ambiente de aprendizaje *asíncrono*. El aprendizaje asincrónico es un enfoque de enseñanza centrado en el alumno que utiliza recursos de aprendizaje en línea para facilitar el intercambio de información fuera de las limitaciones de tiempo y lugar entre un grupo de personas. Nuestros estudiantes participarán en un entorno de aprendizaje a su propio ritmo en el que explorarán herramientas y materiales en línea proporcionados por sus maestros de clase y trabajarán a su propio ritmo. Los estudiantes también tendrán la oportunidad de tener contacto e instrucción de sus maestros en un entorno sincrónico a través de videoconferencia u otras herramientas dentro de Google Suite. La videoconferencia se puede usar para la instrucción en grupos pequeños, leer en voz alta, discusiones basadas en texto, para explorar conceptos que los estudiantes encuentran desafiantes en cualquier área temática y / o enseñar una mini lección. Estamos entusiasmados por la oportunidad de brindar a nuestros jóvenes un aprendizaje continuo, a través del aprendizaje a distancia, durante este evento de salud único.

A continuación se incluyen protocolos y expectativas de comunicación, acceso a dispositivos y wifi, instrucción, educación especial y otros servicios. Además, nuestros cuatro sitios de comidas en las escuelas elementarias de Bielefield, Macdonough, Snow, Spencer continúan operando de 9 am a 1 pm Por favor, no dude en comunicarse con el distrito en [operations@mpsct.org](mailto:operations@mpsct.org) o [mealassist@mpsct.org](mailto:mealassist@mpsct.org) si necesita ayuda con las comidas. Comcast ofrece 2 meses de acceso gratuito a internet a las familias que califican. Puede presentar su solicitud en <https://apply.internetessentials.com/>. Le recomendamos que se comunique con el maestro de su hijo, el director o los administradores de la oficina central si tiene alguna pregunta o inquietud durante esta transición al aprendizaje a distancia. Le agradecemos su continuo apoyo a nuestro distrito y esperamos con ansias nuestro trabajo continuo juntos.

Finalmente, estamos muy entusiasmados por relacionarnos con nuestra comunidad prácticamente este domingo 29 de marzo de 2020, cuando comenzaremos una serie de foros en línea para nuestra comunidad sobre cómo navegar por las diversas herramientas digitales que nuestros estudiantes utilizarán para interactuar con sus maestros. En el nuevo entorno de aprendizaje en línea.

Si usted tiene cualquier pregunta o encuentra un problema y necesita a una persona hispanohablante por favor póngase en contacto con el Sr. Andres Alphonso Director de Lenguas Extranjeras [alphonsoa@mpsct.org](mailto:alphonsoa@mpsct.org).

Los videos en vivo están disponibles en Zoom durante los siguientes horarios. Además, vive en Facebook:

<p><b><u>11:00 AM Sunday March 29</u></b></p> <p>Join Zoom Meeting <a href="https://mpsct.zoom.us/j/778018045">https://mpsct.zoom.us/j/778018045</a></p> <p>Meeting ID: 778 018 045</p> <p>One tap mobile <a href="tel:+19292056099">+19292056099</a>,,778018045# US (New York)</p> <p>Dial by your location <a href="tel:+19292056099">+1 929 205 6099</a> US (New York)</p> <p>Meeting ID: 778 018 045 Find your local number: <a href="https://mpsct.zoom.us/u/a20bCbHv">https://mpsct.zoom.us/u/a20bCbHv</a></p>	<p><b><u>6:00 PM Sunday March 29</u></b></p> <p>Join Zoom Meeting <a href="https://chc1.zoom.us/j/869296237">https://chc1.zoom.us/j/869296237</a></p> <p>Meeting ID: 869 296 237</p> <p>One tap mobile <a href="tel:+19292056099">+19292056099</a>,,118937941# US (New York)</p> <p>Dial by your location <a href="tel:+16468769923">+1 646 876 9923</a> US</p> <p>Meeting ID: 869 296 237 Find your local number: <a href="https://mpsct.zoom.us/u/a20bCbHv">https://mpsct.zoom.us/u/a20bCbHv</a></p>
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## COMMUNICATIONS PROTOCOLS FOR FAMILIES, STUDENTS, AND FACULTY

Throughout this period of school closure, we want to stay in constant contact with our school community. Our primary method of communication will be **School Messenger**. If you are not receiving communications please contact TechAssist@mpsct.org.

Here is what you can expect from us while we are closed:

Who	What	When	Resource
<b>Families</b>	Weekly update from Building Principal	As determined by individual principal	School Messenger- Translated into Spanish
	Weekly communication and updates from MPS Central Office/ breaking news	As determined by Central Office	School Messenger
	Weekly email from teachers	As determined by teacher	Email; Class Dojo
<b>Students</b>	Weekly updates from teachers	As determined by individual teachers	Email
	Breaking news from Admin	As needed	Google Classroom
	Assignments from teachers	Daily or weekly (Teacher preference)	
	Feedback from teachers	Once per week, per teacher	
<b>Teachers</b>	Daily briefings from Admin	To be determined at the building level	Email
	Weekly virtual department and/or grade level meetings		Google Hangouts/Meet
	Weekly department meetings		

## Assistance for Students and Families

For Questions About....	Contact
Assignments	Contact individual teachers
Special Education	Contact your child's case manager, related service staff or central administrators: Amy Clarke- <a href="mailto:clarkea@mpsct.org">clarkea@mpsct.org</a> , Lynn Durham- <a href="mailto:durhaml@mpsct.org">durhaml@mpsct.org</a> , Sara Alberti- <a href="mailto:albertis@mpsct.org">albertis@mpsct.org</a>
Technology support	<a href="mailto:techassist@mpsct.org">techassist@mpsct.org</a> or Call 860-638-1480
Your child's emotional wellbeing	Call 211 mobile crisis hotline or Katherine Thompson <a href="mailto:thompsonkat@mpsct.org">thompsonkat@mpsct.org</a>
Meal access	<a href="mailto:operations@mpsct.org">operations@mpsct.org</a> or <a href="mailto:mealassist@mpsct.org">mealassist@mpsct.org</a>

## LEARNING MATERIALS, DEVICE ACCESS, AND WIFI CONSIDERATIONS

Students will need access to certain materials for learning. If you do not have these materials at home, please contact your child's teacher and we will modify the expectations.

All students in grades 2-12 were issued Chromebook prior to closure. Students in grades K-1 who do not have a device at home can arrange to pick up an iPad to ensure they have access to classwork and information.

Comcast is offering 2 months of free internet with their Internet Essentials program <https://www.internetessentials.com/covid19>

Instructional activities should be accessible via laptop, chromebook, tablet or smartphone. If you do not have access to wifi or a compatible device, please contact the individual listed below and we will create a plan to ensure your child remains connected during the closure. If you need assistance with access to learning materials, devices, or WiFi, please reach out to the following people.

Contact Name:	Contact Information
Technology Assistance	<a href="mailto:techassist@mpsct.org">techassist@mpsct.org</a> or 860-638-1480

## ACCESS TO COUNSELING AND LEARNING SPECIALISTS

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Students who receive special education and related services will be provided with continued learning opportunities. Your child's special education team will be collaborating with general education teachers, the pupil services team and you to determine what is appropriate and reasonable for your child under the current circumstances. To the greatest extent possible and consistent with state and federal guidance, your child's team will align these opportunities to the Individual Education Plan (IEP) based on his or her unique needs. The special education department has been working hand in hand with our District partners to plan for students with disabilities in order to provide them with equitable access to ongoing learning experiences. By this time your child's teacher or related service provider has attempted to contact you. A school messenger was sent with a letter from the Director of Special Education and important information regarding student confidentiality. These documents are also available on our District website at [middletownschools.org](http://middletownschools.org). If you have not received these communications, please contact your child's school to provide updated contact information. Your child's team will continue to communicate with you throughout this process to ensure you are informed regarding his/her individual plan. At this time we have not begun holding Planning and Placement Team meetings remotely. As this crisis unfolds and we are provided with further guidance we will reassess this. For now we are focused on health and safety, finding creative ways to instruct our students and working to support our families. We encourage you to reach out directly to your child's case managers or service providers for questions or concerns. Should you need further guidance, the Director and Supervisors of Special Education are accessible by email. That contact information is included below. We would like to thank our extraordinary staff, students, parents, guardians and community for your ongoing collaboration and support.

<b>For Questions About....</b>	<b>Contact</b>
Assignments	Contact individual teachers
Special Education	Contact your child's case manager, related service staff or central administrators: Amy Clarke- <a href="mailto:clarkea@mpsct.org">clarkea@mpsct.org</a> , Lynn Durham- <a href="mailto:durhaml@mpsct.org">durhaml@mpsct.org</a> , Sara Alberti- <a href="mailto:albertis@mpsct.org">albertis@mpsct.org</a>

## COLLABORATIVE COMMUNITY CONTRACT FOR A SAFE ONLINE WORKING ENVIRONMENT

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We commit to interacting with each other online in the following ways

- Students will develop a contract during week 1 with classroom teacher
- Please see our Chromebook Use at Home document here: <https://bit.ly/mpsct-chromebook-home>

We will contribute positively to the online environment by...

- Students will develop a contract during week 1 with his/her teacher
- Please see our Chromebook Use at Home, page 2, document here: <https://bit.ly/mpsct-chromebook-home>

We will demonstrate our academic commitment by...

- Students will develop a contract during week 1 with his/her teacher

We will use technology in a responsible way by...

- Students will develop a contract during week 1 with classroom teacher

# ONLINE INSTRUCTIONAL EXPECTATIONS FOR TEACHERS AND STUDENTS- HIGH SCHOOL

*Note: This is the schedule for the “soft launch” Week 1 starting March 30th*

## **Office Hours**

Students and families may contact teachers during these times; however, flexibility will be given to both teachers and students as contact may be through a number of media (i.e. email, Google Classroom, etc.).

**Working Definition of Office Hours:** designated time that students can expect feedback in a reasonable amount of time. Students requesting feedback outside of office hours can expect a longer response time.

Examples of “Office Hours” include:

1. Checking emails from students of that specific group of students for which office hours are designated
2. Checking Google Classroom comment section for student questions/concerns
3. Checking an online designated group chat for a particular group of students
4. Communicating with students using a preferred digital tool

## **Schedule 1.0 (Week 1)**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
PRIDE Check-In	PRIDE Check-In	Students check the classroom for the first assignment from each A Day class	Students check the classroom for the first assignment from each B Day class	PRIDE Check-in
Teacher surveys advisory kids to determine needs etc-	Determine other needs and fill out Google Sheet “ Not yet engaged Students”.	Teacher Office Hours A Day	Teacher Office Hours B Day	Teacher provides feedback on assignments posted
Teacher creates and posts lessons by end of day for A day- (1 assignment per teacher)	Teacher creates and posts lessons by end of day for B day (1 assignment per teacher)	<p><b><i>Sample Student Schedule</i></b>  <b><u>A Day Classes</u></b></p> <p><b><u>Period 1</u></b> 9:00-9:45  <b><u>Period 2</u></b> 9:45-10:30  <b><u>Period 3</u></b> 10:30-11:15  <b><u>Period 4</u></b> 11:15-12:00  <b><u>Guidance Department Available</u></b>                      1:15-2:00</p>	<p><b><i>Sample Student Schedule</i></b>  <b><u>B Day Classes</u></b></p> <p><b><u>Period 5</u></b> 9:00-9:45  <b><u>Period 6</u></b> 9:45-10:30  <b><u>Period 7</u></b> 10:30-11:15  <b><u>Period 8</u></b> 11:15-12:00  <b><u>Guidance Department Available</u></b>                      1:15-2:00</p>	Teachers make a checklist of who they haven’t engaged with  Department Meetings



**Schedule: Week 2**

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>A Day</b></p> <p>Students check classroom for each <i>A Day class</i></p> <p>Teacher Office Hours <b>A Day</b></p> <p><i>Sample Student Schedule</i>  <u>A Day Classes</u>            9:00-9:45 <u>Period 1</u>            9:45-10:30 <u>Period 2</u>            10:30-11:15 <u>Period 3</u>            11:15-12:00 <u>Period 4</u></p> <p>1:15-2:00 <u>Guidance Dept Available</u></p>	<p><b>B Day</b></p> <p>Students check classroom for each <i>B Day class</i></p> <p>Teacher Office Hours <b>B Day</b></p> <p><i>Sample Student Schedule</i>  <u>B Day Classes</u>            9:00-9:45 <u>Period 5</u>            9:45-10:30 <u>Period 6</u>            10:30-11:15 <u>Period 7</u>            11:15-12:00 <u>Period 8</u></p> <p>1:15-2:00 <u>Guidance Dept Available</u></p>	<p><b>A Day</b></p> <p>Students check classroom for each <i>A Day class</i></p> <p>Teacher Office Hours <b>A Day</b></p> <p><i>Sample Student Schedule</i>  <u>A Day Classes</u>            9:00-9:45 <u>Period 1</u>            9:45-10:30 <u>Period 2</u>            10:30-11:15 <u>Period 3</u>            11:15-12:00 <u>Period 4</u></p> <p>1:15-2:00 <u>Guidance Dept Available</u></p>	<p><b>B Day</b></p> <p>Students check classroom each <i>B Day class</i></p> <p>Teacher Office Hours <b>B Day</b></p> <p><i>Sample Student Schedule</i>  <u>B Day Classes</u>            9:00-9:45 <u>Period 5</u>            9:45-10:30 <u>Period 6</u>            10:30-11:15 <u>Period 7</u>            11:15-12:00 <u>Period 8</u></p> <p>1:15-2:00 <u>Guidance Dept Available</u></p>	<p><b>FLEX DAY</b></p> <p><b><u>PRIDE Check-in</u></b></p> <p><b>All weekly assignments due on Fridays by 12:00 p.m.</b></p> <p><b>Teacher provides feedback on assignments posted</b></p> <p>Teachers make checklist of students “not yet engaged”</p> <p>IDT meeting</p> <p>1:15-2:00 <u>Guidance Dept Available</u></p>

## ONLINE INSTRUCTIONAL EXPECTATIONS FOR TEACHERS AND STUDENTS- MIDDLE SCHOOLS

Students and families can access assignments through **Google Classroom**. Assignments will be posted according to the schedule below to help students manage the workload each day. Teachers will be reviewing assignments daily and will provide students with weekly feedback.

### Week 1- Soft Launch Schedule

#### Goal for Week 1- Engaging and Connecting Students, Families, and Teachers

*Schedule for assignments beyond Week 1 may change depending on student, family, and teacher feedback.*

*Support staff includes guidance counselors, school social workers, and/or school psychologists*

*Building Administration are available via email*

Monday (March 30)	Tuesday	Wednesday	Thursday	Friday
<u>Guidance/Support Staff</u> Office Hours 8:30-10:30	<u>Guidance/Support Staff</u> Office Hours 8:30-10:30	<u>Guidance/Support Staff</u> Office Hours 8:30-10:30	<u>Guidance/Support Staff Office</u> Hours 8:30-10:30	<u>Guidance/Support Staff</u> Office Hours 8:30-10:30
<u>All Teachers Office Hours</u> 9:30-10:30	<u>All Teachers Office Hours</u> 9:30-10:30	<u>All Teachers Office Hours</u> 9:30-10:30	<u>All Teachers Office Hours</u> 9:30-10:30	Advisory/HR Exit Slip posted into Advisory/HR Classrooms, students should complete by afternoon
Students should join new Advisory/HR Google Classrooms and complete check-in survey due 4/2			By Thursday teachers will reach out to those students still not signed in to Advisory/Classrooms (name of any student not contacted will be sent to admin by 3pm)	**There is an expectation that department leaders schedule an IDT this week
<u>Post assignments</u> Math Science World Languages Art/STEM/ROCKS Read 180 Math 180	<u>Post Assignments</u> ELA Social Studies PE/Health Music Read 180 Math 180	<u>Assignments Due Today:</u> Math Science World Languages Art/STEM/ROCKS	<u>Assignments Due Today:</u> ELA Social Studies PE/Health Music	
<u>Guidance/Support Staff</u> Office Hours 12:30-2:30	<u>Guidance/Support Staff</u> Office Hours 12:30-2:30	<u>Guidance/Support Staff</u> Office Hours 12:30	<u>Guidance/Support Staff Office</u> Hours 12:30-2:30	<u>Guidance/Support Staff</u> Office Hours 12:30-2:30
<u>All Teachers Office Hours</u> 1:00-2:00	<u>All Teachers Office Hours</u> 1:00-2:00	<u>All Teachers Office Hours</u> 1:00-2:00	<u>All Teachers Office Hours</u> 1:00-2:00	

## Week 2 and Beyond

*For Week 2 and beyond, teams, support services and WWMS Guidance department will decide upon daily office hours by April 3rd. Teams will communicate those hours to administration, students, and families.*

Monday	Tuesday	Wednesday	Thursday	Friday
<u>Post assignments</u> Math Science Foreign Language Art/Stem/IRock Read 180 Math 180  <u>Data Team: TBD</u> Social Studies Music  <u>Office Hours: TBD</u>  <b>Sample Student Day</b> 8:00-Check In 8:30-Math 9:30-Art/Stem/IRock OR Math 180 10:00-Break 10:30-Science 11:30 - Lunch 12:30- Foreign Language OR Read 180 1:30 - Make up for day or Break	<u>Post Assignments</u> ELA S. Studies PE/Health Music Read 180 Math 180  <u>Data Team:TBD</u> Math Science  <u>Office Hours: TBD</u>  <b>Sample Student Day</b> 8:00-Check In 8:30-ELA 9:30-Interdisciplinary OR Math 180 10:00-PE/Health 10:30-Social Studies 11:30 - Lunch 12:30- Make up OR Read 180 1:30 - Music	<u>Post assignments</u> Math Science Foreign Language Art/Stem/IRock Read 180 Math 180  <u>Data Team:TBD</u> ELA PE/Health  <u>Office Hours: TBD</u>  <b>Sample Student Day</b> 8:00-Check In 8:30-Math 9:30-Art/Stem/IRock OR Math 180 10:00-Break 10:30-Science 11:30 - Lunch 12:30- Foreign Language OR Read 180 1:30 - Make up for day or Break	<u>Post Assignments</u> ELA S. Studies PE/Health Music Read 180 Math 180  <u>Data Team:TBD</u> Foreign Language Art/Stem/IRock  <u>Office Hours: TBD</u>  <b>Sample Student Day</b> 8:00-Check In 8:30-ELA 9:30-Interdisciplinary OR Math 180 10:00-PE/Health 10:30-Social Studies 11:30 - Lunch 12:30- Make up OR Read 180 1:30 - Music	<u>Post Assignments</u> Weekly Exit Slip Read 180 Math 180  <u>TEAM Meetings: TBD</u>  <u>Data Team: TBD</u> Encore Intervention Read 180/Math 180  <u>Office Hours: TBD</u>  <b>Sample Student Day</b> 8:00-Check In 8:30-ELA or Math 9:30-Interdisciplinary OR Math 180 10:00-PE/Health 10:30-Social Studies or Science 11:30 - Lunch 12:30- Make up OR Read 180 1:30 - Music

*\*\* Assignments for Resource Rooms and other special education and related service providers will be posted based on the needs of individual students and will be communicated with students and families accordingly*

## ONLINE INSTRUCTIONAL EXPECTATIONS FOR TEACHERS AND STUDENTS- ELEMENTARY






Students and families can access assignments daily through email and digital classroom platforms, including **Seesaw (Grades Pre-K-1)** and **Google Classroom (Grades 2-5)**. Assignments will include a combination of online and offline activities. Please note that students may need some adult support and supervision as they work online. The recommended number of assignments/times per week, per subject, is below. Students in grades K-5 will be engaged in learning activities no more than three hours per day. Please see the suggested menu of activities for our preschoolers on the following page.

Grade level	Digital Curriculum				Digital Curriculum
	Pre K-1	Pre K-1	2-3	4-5	2-5
<b>Social Emotional Learning (SEL)</b>	10 min daily		20 min daily	20 min daily	
<b>Reading/Language Arts</b>	Daily Assignment Choice	Bridge and Footsteps to Brilliance	Daily Assignment Choice	Daily Assignment Choice	PathBlazer
<b>Writing</b>	Daily Assignment Choice		Daily Assignment Choice	Daily Assignment Choice	
<b>Math</b>	Daily Assignment Choice		Daily Assignment Choice	Daily Assignment Choice	PathBlazer
<b>Science/ Social Studies</b>	2x per week choice		3x per week choice	3x per week choice	
<b>Art/ Music/ Physical Education/Library Media Specialist</b>	Each special area class once per week. (This excludes Pre-K)		Each special area class once per week.	Each special area class once per week.	

## SAMPLE PRE-K ACTIVITIES

**Choose one activity per area each day. Activities should be no more than 5-10 minutes at a time. Feel free to share what you do with your teacher. You can email a picture or just write what you did.**

<b>Focus of the week</b>	<b>Trying out distance learning! Spending time with your child.</b>				
<b>*Language tip*</b>	<b>Expand on what your child says. If they use a gesture to communicate, name what they are showing you or what you think they want you to know. If they use a few words or a phrase, or even a sentence, expand on what your child is telling you. Try to use a variety of vocabulary, including concepts (colors, numbers, shapes, position, etc.)</b>				
<b>Learning with my special adult</b>	Explain to your child why we are learning from home.	Look outside. Talk about what signs of spring you see (flowers, birds, leaves, etc.).	Play a turn taking game. You can stack blocks or items around your house (tupperware, cups, etc.)	Cook together. It can be making a sandwich or baking.	Take a walk. Talk about what you see and hold hands.
<b>Read-Aloud</b> (Use the links here or read your favorite books from home)	<a href="#">Coronavirus Social Story</a>  Read together. Ask questions about or point to the pictures.	<a href="#">The Kissing Hand</a>  Read together. Ask questions about or point to the pictures.	<a href="#">Hey, That's My Monster</a>  Read together. Ask questions about or point to the pictures.	<a href="#">The Very Hungry Caterpillar</a>  Read together. Ask questions about or point to the pictures.	<a href="#">Pete the Cat I Love My White Shoes</a>  Read together. Ask questions about or point to the pictures.
<b>Fine Motor</b> (hand muscles)	String Cheerios/Fruit Loops onto a shoelace	Push pipe cleaners through the holes of a strainer  <a href="#">Example</a>	Pick up pennies from table top and place into a container	Push buttons or pom poms through a slit cut into top of tupperware container	Squeeze clothespins onto a paper plate
<b>Math</b>	Find items around the house that are the color blue	Find items around the house that are the color red	Find items around the house that are the color yellow	Find items around the house that are the color green	Find items around the house that are the color purple
<b>Music and Movement</b> (Use the links here or have a dance party to your favorite song)	<a href="#">The Hokey Pokey</a>	<a href="#">Move and Freeze</a>	<a href="#">ABC Song</a>	<a href="#">Milkshake</a>	<a href="#">The Wheels on the Bus</a>

<b>Mindfulness</b>	 <p><u><i>Butterfly Breath</i></u> On the inhale, bring both arms up alongside your body. On the exhale, lower your arms.</p>	 <p><u><i>Birthday Cake Breath</i></u> Choose a number 1-5 to decide how many birthday candles you will blow out. Hold your hand open in front of you and inhale and exhale onto your open hand. If your child can hold up fingers, have them hold up the correct amount of fingers until they are all blown out.</p>	 <p><u><i>Incredible Hulk Breath</i></u> On the in breath, bring arms like in the picture. On the outbreath, bring arms down to shoulders. Bend your knees as you exhale down.</p>	 <p><u><i>Dolphin Breath</i></u> Hold palms together like in prayer pose. Inhale and lower hands down, exhale and pretend to dive into the water with your hands.</p>	 <p><u><i>Spiderman Breath</i></u> Inhale and bring closed hands palm in and hold at Chest. Exhale pretend you have webbed hands shooting out away from you.</p>
<b>Dramatic Play</b>	Build with blocks and make a simple tower or castle	What did you see outside? Be a bug, or a bird...	Pretend you are the teacher, teach the ABCs	Act out the story The Very Hungry Caterpillar	Make a bus with the chairs in your house and pretend to be the bus driver
<b>Outside Time Sensory Gross Motor</b>	Play Simon Says	Engage in a game of Hide & Seek	Play with a ball in your house or outside	Take a walk and identify what you see, smell, touch, and hear.	Spend time doing yoga poses or simple exercises, e.g. stretching, running in place  <a href="#">Spring Yoga Poses</a>
<b>Additional Optional Learning Games to do with your child this week</b>	Simple Number games: counting the steps as you go up and down stairs Footsteps to Brilliance (email your teacher if you need your Super Secret Code) I Spy Games (objects, letters, colors, shapes and numbers)				

# MPS Elementary Distance Learning Plan Soft Launch for Students And Families

## Week 1: March 30th to April 3rd

### Goals for Week 1

- Building an Online Community & Connecting
- Exploring Technology
- Classroom Assignments (optional)

### Students/Families will:

- Be in attendance by logging into Google classroom or Seesaw a minimum of 3 times in the first week
- Join and explore Google classrooms (Gr. 2-5)
- Join and explore Seesaw (K-1)
- Explore additional websites & resources provided by teachers
- Take time to play offline and play inside or outside

### **Student Assignments (optional) from Classroom Teachers**

- 1 Reading Daily (give students choice of online or offline assignment)
- 1 Math Daily (give students choice of online or offline assignment)- low risk activity
- 1 Writing Daily (give students choice of online or offline assignment)-familiar prompt
- Optional- provide additional choice assignments

### **Assignments from Special Area Teachers (Physical Education, Music, Art, Library Media)**

- Students will receive one lesson/assignment from each Special Area Teacher over the week

## MANAGING ONLINE LEARNING AT HOME

Thank you for partnering with us in this work. To support your child, we recommend that you follow these guidelines, which are similar to what you do to support your child in completing regular homework:

- Work with your child to establish a learning routine that is flexibly aligned to the time they normally learn in school. It is recommended learning take place during normal “school hours” instead of what is normally “after school” hours.
- Set learning goals daily towards the start of the day. Create the day’s learning schedule and post it.
- Set up a learning space for learning hours.
- Encourage your child to contact their teacher directly with questions. We will be using email, Class Dojo and/or Google classroom for this type of communication.
- Encourage use of the electronic device primarily for learning windows and work to reduce online time during this period of increased online learning activity.
- Check your own email regularly to view important messages from school.
- Please observe work hours for teachers--they will respond to your emails within 24 hours but are not expected to do so outside of work hours.
- Engage your child in building a technology use agreement that minimizes distractions and maximizes learning.



## EXTENSION ACTIVITIES FOR STUDENTS

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*Please find resources that students can access for additional practice once work has been completed. Students will need to create accounts to access the resources, but accounts for these sites are free to families.*

### **Elementary**

[Starfall.com](https://www.starfall.com)

[abcmouse](https://www.abcmouse.com)

[Dreambox Math](https://www.dreambox.com/math)

[Prodigy Math](https://www.prodigy.com)

[Khan Academy](https://www.khanacademy.com)

[Code.org](https://www.code.org)

[But Why? A Podcast for Curious Kids](https://www.butwhy.com)

[Brainpop Jr](https://www.brainpop.com)

### **Middle**

[Dreambox Math](https://www.dreambox.com/math)

[Prodigy Math](https://www.prodigy.com)

[Khan Academy](https://www.khanacademy.com)

[Code.org](https://www.code.org)

### **High School**

[Khan Academy](https://www.khanacademy.com)

[Code.org](https://www.code.org)

[NewseumEd](https://www.newseum.org/ed) (*groups of students can request virtual classes*)

[Vocabulary.com](https://www.vocabulary.com)

[Stuff You Missed in History Class Podcast](https://www.stuffyoumissedinhistory.com)