

*This is a working document and may continue to evolve as new resources become available.



SAS Elementary Toolkit to Support Remote Learning



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Introduction

Virtual Learning presents challenges for families that they may not otherwise have experienced. Sometimes the challenges are issues that we would see in school, and sometimes, it presents completely new challenges. The purpose of this toolkit is to provide families with resources or ideas to help them overcome the challenges they may face while their student is responsible for virtual learning.

It is important to remember that virtual learning days are still school days. Students are responsible for on-time attendance for all of the synchronized instruction each day of virtual learning. Learning tasks, lessons, activities that are requested for submission are not optional. The work your student is requested to complete is required just as it would be if your student were in school. (Some virtual families have opted out of specials classes, if that is an avenue you would like to pursue, please email your student's specials teachers)

The following headings are for common barriers that students and families may experience to virtual learning. Listed below each barrier are resources and supports that families may choose to implement to help their student overcome these obstacles.

Setting Up the Right Environment

→ Reduce Distractions

- ◆ **Social Media and Web Surfing may hurt students' performance, as [multiple studies](#) show.**
- ◆ It might be a good idea to limit the use of the devices for schoolwork only. Some students may need an adult to check on them.
- ◆ The surrounding environment can be a big distraction, too. Having favorite toys around can make it harder for the child to focus. Consider setting up a quiet, clutter-free workspace that is comfortable for your child.

→ Best Place for Learning

- ◆ Put some thought into creating the right virtual education site in your home. Lying in bed or on the couch with a laptop or tablet is not sustainable or productive. Yes, it should be comfortable, but not that comfortable! While engaged in online learning, the student should be able to sit comfortably upright in a supportive chair and have their device in front of them on a desk or table.

Time Management

Some students struggle to log in at the right time for their zoom meetings, or spend an adequate amount of time on a task. Did you know you can set alarms and timers for your district ipad? See the instructions below. Give yourself an extra few minutes to log in!

How to set timer on ipad

1. Open the Clock app in iOS.
2. Tap on the "Timer" tab at the bottom of the Clock app.
3. Set the timer by swiping up and down on the hours, minutes, and seconds.
4. Optionally, tap on "When the Timer Ends" to adjust the sound effect of the timer completion alarm.
5. Tap on "Start" to begin the timer.

How to set alarms on ipad

1. Tap on the Clock app's icon to open it.-- it looks like a clock.
2. Tap the "Alarm" icon in the toolbar on the bottom of the screen.
3. Tap on the + sign in the upper right corner.
4. A new menu will appear that allows you to pick what time you want to set the alarm for.

Click [HERE](#) for video on how to set alarms on ipad.

Brain Breaks

- It may be hard for some kids to sit through an entire class. Some children might need more frequent breaks than others. Include "brain breaks" in between learning. A young child may need a quick break after staying on a task for five to 25 minutes.
- Allowing time for exercise before your child is expected to focus on learning might be a good idea. Repeated physical activity during school [can improve children's attention](#). Exercise is one of the best ways to reduce stress and prevent anxiety. You may consider having the computer on a raised surface as some children better focus on tasks when standing.

Work Completion

Some students may have a hard time submitting their work to Seesaw. Consider making a checklist of the assignments in their paper agenda and cross them off as they complete them.

Daily School Work Checklist

Subject	Assignment	Completed

Positive Feedback

- Many children miss receiving reinforcement and reassurance from teachers and counselors. Building a reward system can help maintain motivation. After kids complete a task or finish a class, consider praising them.
- Putting a check mark, star or sticker on a work assignment can go a long way to encourage a child. Other options that may work well with younger kids are giving a sweet treat, allowing playtime with a favorite toy or an extra 15 minutes to play before bedtime. For high schoolers, watching a movie or getting extra tablet time might be a good reward.

Sample Incentive charts:

- [Seesaw Work Completion Chart](#)
- [Zoom Attendance Chart](#)
- [Virtual CICO Chart](#)

Scheduling Your Day

- Be sure your caregivers know the schedule- a virtual day is a “school day”.
- [Elementary Virtual Schedule](#) (note: some students have additional meeting times with their special education service providers, EL tutors, or reading interventionist)
- Many families are unaware of the amount of time to provide for independent work time. At school, direct instruction takes place for part of the time, but much of the day is spent giving students opportunities and time to practice using the skills they are learning. The chart below can provide some time guidelines for independent work.

	Independent reading daily	Independent Math practice	Independent writing time
Y5	Reading at Home	Math at Home	Writing at Home
K	Refer to the week's At Home Plan Reading: Read for 15 minutes (Find a quiet spot and read books from home, your Library book, Raz Kids and/or eSpark) Use Stamina Chart	Refer to the week's At Home Plan Daily assigned math activity *Optional* eSpark (10-15 minutes)	Refer to the week's At Home Plan Time: 10-15 minutes Work on writing in your booklet (one page per day). Write and draw the beginning of a true story - Add details and labels to your picture and a sentence below. (We focus on writing the sounds we hear in each word. Therefore, the words may not be spelled correctly.)
1st	Watch Mini Lesson Video in Seesaw (5-10 Min) Practice Mini Lesson Skill during independent reading time (20 min). (Students read books from home, guided reading books, sight word fluency practice) Reading eSpark (15 min/day) *Students should complete	Watch Mini Lesson Video in Seesaw (5-10 Min) Complete Math Boxes and/or math journal pages. (5-10 minutes) Home Link (5-10 minutes) Math espark	Zoom Mini Lesson daily with classroom teacher after morning meeting (15 min). Students then sent off to write 20 minutes independently. Students should be completing between 1-2 pages daily including both pictures and words. Students should complete 1-2 books/stories minimum per

	video script and video at the end of each quest. Students have a daily phonics mini lesson also which takes (5-10 min to watch). 5-10 minutes to complete activity. <u>Optional Choices:</u> *Raz-Kids *EPIC *Sight word Fluency Book or Lightning Word Practice (5 min) *PebbleGo	(15 min/day) *Students should complete video script and video at the end of each quest. <u>Optional Choices:</u> *EDM Games from Unit packet or online *Xtra Math *Writing Numbers 1-120 or work on 1000's club number writing	week. <u>Optional Choices:</u> *Practice writing sight words *Free Write a topic of their choice (ex. Letter, thank you note, extra story, thematic/holiday piece, etc)
2nd	Reading Stamina	Math Fluency	2nd Grade Writing
3rd	*25-35 minutes of independent reading during Reader's Workshop. Virtual kids also have a morning independent work time 10:20-11:15 where there is a step to catch up on any reading that may have been cut short. During that 10:20-11:15, there is always 15-20 minutes of Phonics/Spelling activities through Moby Max. Virtual kids also have an independent work time from 2:50-3:44 where there is an opportunity to catch up on any reading activities cut short.	*25-30 minutes of independent/small group/whole group time to work on EMD problems. Any unfinished activities can be continued later in the day during independent work time (2:50-3:44 for virtual). There is usually a fact fluency app such as xtramath.org or SplashLearn that requires 10-15 minutes of fluency practice during independent work time (10:20-11:15 for virtual). Students may be able to access other math apps, such as Sumdog or Splashlearn if they complete other tasks first, during independent work times.	**25-35 minutes of independent writing during Writer's Workshop. Virtual kids also have a morning independent work time 10:20-11:15 where there is a step to catch up on any writing that may have been cut short or fallen behind. Virtual kids also have an independent work time from 2:50-3:44 where there is an opportunity to catch up on any reading activities cut short.
4th	Students participate in the content area lesson, followed by 30 minutes of independent	Students participate in the content area lesson, followed by 30	Students participate in the content area lesson, followed by 30 minutes of independent

	practice. Students should read for 25-30 minutes.	minutes of independent practice.	practice.
5th	Students participate in the content area lesson followed by 30 minutes of independent practice. Students should read for 30 minutes.	Students participate in the content area lesson, followed by 30 minutes of independent practice.	Students participate in the content area lesson, followed by 30 minutes of independent practice.

Fostering Independence While Ensuring Engagement in Zoom

- In this virtual setting, it can be challenging to let students have the just right amount of "thinking time." Please help us encourage their thinking and independence by allowing them to either come up with an answer on their own, or communicate on their own when they need help.
- We appreciate all the support caregivers continue to give, especially our youngest learners. You help them troubleshoot technology issues, encourage them to stay engaged, make sure they are fed and have their basic needs met, and much more, in order for them to get the most of their teacher's instruction. Having students give their own answers or ask for help allows us to better target our teaching, so it's okay to let them sit in silence for a bit, contemplating what to say, and getting more comfortable with this new way to participate in class.

Expected Behavior for Zoom

- [Zoom Expected Behavior Visuals](#)

Technology Support

- [CLICK HERE](#) for the Saline Area Schools Technology Support Website
- [CLICK HERE](#) for the Saline Area Schools Student Technology Resources
- [SAS Technology Help](#) This is form is not available in the summer

Video won't load or play?

- [How to clear your cache](#)

Seesaw Support

- [Parent Tutorial](#)
- [How to log in to Seesaw](#)
- [How to respond to Activities](#)

Staying Connected with Friends

- School is much more than a place to learn. It serves as a place for kids to socialize and hone their networking skills. Social ties that students have among each other [have a positive effect](#) on academic achievement.
- Many children will have new teachers and new friends. For some, it may be the first year of school. Allowing children to interact online with their friends might mitigate the effects of being socially distanced.
- Implementing social interactions into the routine will help a kid stay connected. One example is organizing a daily video chat with a friend or a group of peers. School discussion boards, real-time classroom conversations and email communication are other ways your child can interact with peers. If a child is struggling with a task and you aren't there to help, encourage your child to try these methods to get support.

Calming Strategies

- [How to create a Calm Down Corner](#)
- [Calming Exercises](#)
 - [Square Breathing](#)
 - [Body Scan](#)
 - [Rainbow Breathing](#)
 - [Belly Breathing](#)

Mental Health Resources

- Learning during a pandemic is hard. In many cases the challenge over time can begin to take a toll on the whole family. Below you can find some resources for support.
- In School:
 - Contact your Elementary School Social Workers
 - ◆ [Harvest Staff Directory](#)
 - ◆ [Heritage Staff Directory](#)
 - ◆ [Pleasant Ridge Staff Directory](#)
 - ◆ [Woodland Meadows Staff Directory](#)
- In the Community:
 - ◆ Washtenaw Community Mental Health
(734) 544-3050, [Website](#)
 - Still Waters
(517) 266-8500, [Website](#)
 - Thriving Minds Behavioral Health
(734) 433-5100, [Website](#)