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**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

https://docs.google.com/document/d/1vb-LmN_CapDBnxB9wBE3BvW4m6-wGcxpv2GzWnHNm7U/edit

Strong Start for Every Student 2020-21

4-Week Plans to Open School

Grade: 4



DRAFT: Subject to change pending labor negotiations

Document Purpose:

This document is designed to:

1. **Provide a framework for strong practices during distance learning to assist sites in sensemaking and planning.** This framework has two aspects: explicit guidance and the materials themselves, the use of which we hope will spark thought and conversation and also provide practice in techniques that support content and language development.
2. **Provide materials for teachers, students and families during the first 4 weeks of instruction to provide a baseline of support for students while balancing the need to begin instruction with the need for beginning of the year planning.**

In the Table of Contents that follows, you can see distance learning framing documents, as well the themes for students and teachers of the sample schedules and links which you may click to go directly to the schedules. See also the folder [Strong Start Plans 2021](#), organized by grade level and including weeks of Family Daily plans following the weekly schedules. Sites may PDF and print for students and families that would benefit from paper copies.

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1. Sharpening Our [Instructional Focus](#) to ensure a Strong Start for Every Student

I. Building Conditions for Student Learning	III. Equitable Access to Standards-Based Instruction
<p>We believe all students must feel safe and connected in order to learn. In the current context of a global pandemic and deepening racial and socio-economic inequities, we commit to building partnerships with families and students so all students can thrive. We will work to ensure:</p> <ul style="list-style-type: none"> • Students feel safe, connected, and engaged. • Learning environment reflects and leverages students' identity, culture, and home language(s). • Students feel a sense of belonging, autonomy and competence as learners. • Family partnerships facilitate learning transfer to and from home and school. 	<p>We believe that all students, regardless of current skill or circumstance, can develop the academic, creative and life skills to become college, career and community ready. Making this vision a reality in distance learning will require us to prioritize essential content and build practices that accelerate student learning to meet or exceed standards. We commit to:</p> <ul style="list-style-type: none"> • Determine priority instructional content and emphasize depth over breadth • Diagnose unfinished learning from the previous grade and embed instruction in prerequisite skills to support access of grade-level standards • Pull small groups to differentiate instruction, assessment, and feedback • Utilize instructional technology to provide instruction and self-paced, adaptive learning for students
II. Integrating Language and Literacy Across the Curriculum	IV. Cultivating Conditions for Adult, Professional Learning
<p>We believe that English Language Learners (ELLs) and Academic Language Learners (ALLs) can develop powerful language and literacy skills when teachers across subject areas integrate content learning with reading, writing and discussion. Through the following practices, we commit to ensuring all students learn to read and that ELLs and ALLs develop language and literacy skills through regular engagement with complex text, academic discussion, and language-rich tasks across content areas:</p> <ul style="list-style-type: none"> • Teachers attend to diverse language needs in both distance learning and in-person context. • Explicit attention to language through before, during, and after reading routines. • Regular and scaffolded opportunities to foster student talk and academic discussion. • Daily instruction in foundational literacy (phonemic awareness, phonics and fluency) for all K-2 students and those still learning to crack code of reading • Regular Designated ELD for ELLs focused on language development 	<p>We believe that all OUSD educators deserve continuous learning opportunities to sharpen their knowledge and skills and time to collaborate with and learn from peers. We have a renewed opportunity to teach in new ways and also reinvest in antiracist instruction. The following practices will strengthen our collective efficacy and help us to eliminate historic inequities:</p> <ul style="list-style-type: none"> • Opportunities for both collective and self-directed learning including foundational and ongoing PD in technology, content, anti-racist pedagogy, and language development. • Caring environments and supports to ensure adults have a sense of belonging, autonomy, and competence as learners. • Time, data and support to build effective professional learning communities

2. Weekly Goals for Students, Families, Teachers and Staff

Focus	Students and Families	Teachers	School Leaders and Staff
Week 0 8/3-8/7 Getting Ready	Parents/Caregivers: <ul style="list-style-type: none"> • Register online and in person • During Registration: <ul style="list-style-type: none"> ○ Update tech and wifi needs, as needed bring device for updates/tech support ○ Update wellness needs (food, childcare, medical) ○ Turn in books from classroom/school library 	8/5 - 8/7 <ul style="list-style-type: none"> • Form Grade-level PLCs and establish vision for collaboration teams. Review <i>Strong Start</i> Plans and begin planning for standards-based instructional units. • Meet with Special Ed Teacher (Inclusion, RS, or SDC) around students with IEPs • Teachers/Staff do personal tech-checks to ensure their technology is functioning and platforms are accessible (Clever, Aeries, Google Classroom, Zoom,- submit HelpDesk ticket for needs) • Create Google Classrooms (or Seesaw) for their classes • Opt into “Strong Start PD Series” daily at 1:30 • Pick-up hard-copy curriculum materials from site for Distance Learning (if allowable) 	8/3 - 8/4 <ul style="list-style-type: none"> • Check-in with Distance Learning, Safety and Family Engagement leads for your site to develop plans for starting school in distance learning • Order PPE needed for the first month of school for registration activities and staff. • Compile materials for teachers to pick up: curriculum materials, copies for SIPPS placements • Compile materials for students to pick up: workbooks, book bags, other resource, possibly weekly packets • Facilitate in-person registration for families - assess/update device and internet access & family wellness • Ensure all families have access to a device • Help all families complete the Oakland Undivided Tech Check Survey • Connect with your after-school provider to modify your plan for distance learning: <ul style="list-style-type: none"> ○ Revised Scope of Work Template ○ Expanded Learning Guidelines 8/5 - 8/6 <ul style="list-style-type: none"> • Welcome new teachers - onboarding PD for new teachers/staff • Set expectations for Strong start Plans and weekly planning; support teachers to develop schedules • Facilitate staff community building and establish vision for Distance Learning Learning Instruction, PLCs and collaboration 8/7 <ul style="list-style-type: none"> • Notify community about Back to School

			Night orientations Week 1 - arrange necessary translation <ul style="list-style-type: none"> • Notify families about central PD offerings on Priority Platforms (multiple languages) • Individualized teacher support • Form ILT and set calendar
Week 1 8/10-8/14 Welcoming Students and Families; Building Capacity	Parents/Caregivers: <ul style="list-style-type: none"> • Participate in grade level orientation/s <ul style="list-style-type: none"> ◦ Visit Family Central website • Schedule virtual home visit with your teacher/s • Manage daily schedule for your child. Review work for the week and celebrate progress. • Opt-in to central training for parents: weekly learning schedules, wellness, online tools and platforms Students: <ul style="list-style-type: none"> • Participate in grade level orientation/s • Prepare questions you still have regarding online platforms to ask during orientation • See students learning goals in weekly plans 	<ul style="list-style-type: none"> • Hold daily morning meetings to communicate schedules and provide instructional activities to students/families • Meet in vertical and grade levels to plan for priority standards and instructional pacing • Schedule virtual home visits for week 2 <ul style="list-style-type: none"> ◦ Coordinate with relevant partners, including SPED, enrichment, and intervention teachers • Facilitates class/grade level orientations (record zoom meeting and sends it through TP/FB/ YouTube to make accessible to families) • Opt into “Strong Start PD Series” daily at 1:30 (all K-2 teachers attend one i-Ready training offered daily) • Review of Reading Logs: high bar for at-home reading, daily online attendance and accountability • Take attendance (Daily Attendance) 	<ul style="list-style-type: none"> • School holds virtual Back to School Night orientations staggered by grade level • Communicate to families about central parent training and Family Central Website (multiple languages) • Distribute instructional materials (books, workbooks, journals, etc.) following safety protocols • Distribute loaner Chromebooks to students who need them (following safety protocols) • Help all families complete the Oakland Undivided Tech Check Survey • Facilitate and coordinate site-based PLCs and provide PD (including Central Strong Start PD Series at 1:30 daily). Ensure K-2 teachers attend one of five daily options for i-Ready training. • Form attendance and COST Teams and develop MTSS (re) Engagement Plan; (Attendance Procedures, T1 District / City Attendance Initiative; COST Piktochart; Engagement Tracker - Draft)
Week 2 8/17-8/21 Building Partnerships with Students and Families	Parents/Caregivers: <ul style="list-style-type: none"> • Participate in virtual or socially-distanced home visit (if allowable) • Manage daily schedule for your child and celebrate progress daily and weekly Students: <ul style="list-style-type: none"> • Think about what supplies you need to work from home (to share during home visit) 	<ul style="list-style-type: none"> • Hold daily morning meetings to communicate schedules and provide instructional activities to students/families • Hold home visits with each family--30 min. each (e.g. 4-6/day on zoom, phone call or drive by/sidewalk talk) to build relationships • Recognize and celebrate work by students and families in week 1 	<ul style="list-style-type: none"> • Principal/Support Staff hold parent meetings and form parent support groups; review weekly student schedule and classroom content routines • Distribute instructional materials (books, workbooks, journals, etc.) following safety protocols • Principal hosting virtual coffee chats and/or office hours for parents/caregivers

	<ul style="list-style-type: none"> • Participate in virtual or social distance home visit • See students learning goals in weekly plans 	<ul style="list-style-type: none"> • Teachers plan and prep materials to send home with students for project-based learning 	<ul style="list-style-type: none"> • Support staff (social workers, parent liaisons, TSAs, community school managers, SPED, etc.) join home visits for students • Distribute loaner Chromebooks to students who need them (following safety protocols)
Week 3 8/24-8/28 Assessing Student Needs and Targeting Supports	<p>Parents/Caregivers:</p> <ul style="list-style-type: none"> • Support student participation in assessments and class meetings <p>Students:</p> <ul style="list-style-type: none"> • Participate in beginning of the year assessments with your teacher • Participate in class meetings • See students learning goals in weekly plans 	<ul style="list-style-type: none"> • Hold daily morning meetings to communicate schedules and provide instructional activities to students/families • Teachers conduct diagnostic assessments in 1:1 or small group settings (phone, zoom, socially distanced at school if possible) • Hold whole class meetings to build community and introduce content themes (e.g. read alouds, videos, etc.) • Practice online platforms with students • Teachers begin forming small groups based on diagnostic assessments 	<ul style="list-style-type: none"> • Establish community rituals in partnership with families (e.g. weekly, monthly) through weekly zoom assemblies • Visit morning meetings • Begin Wednesday PD (Central Office begins Wednesday PD Series for teachers) • Distribute instructional materials (books, workbooks, journals, etc.) following safety protocols • Principals, TSAs, and instructional staff join assessment sessions when possible • Distribute loaner Chromebooks to students who need them (following safety protocols) • Begin to analyze data and develop Tier 2 and 3 acceleration plans
Week 4 8/31-9/4 Deepening Instruction; Looking Forward	<p>Parents/Caregivers:</p> <ul style="list-style-type: none"> • Support student maintenance of weekly schedule • Support student participation in online sessions • Communicate support needs to school staff <p>Students:</p> <ul style="list-style-type: none"> • Set learning goals for trimester 1 • Join all small group and whole-class lessons • Communicate support needs to teacher • See students learning goals in weekly plans 	<ul style="list-style-type: none"> • Manage full distance learning instructional schedule including daily morning meetings, foundational literacy, ELA/ELD, and Math • Include Teach Science, Social Studies, Music, Art and P.E. • Hold multiple daily small groups so all students participate in at least one weekly ELA/ELD and Math for all students 	<ul style="list-style-type: none"> • Principals and coaches observe lessons and provide feedback on instruction • Principals and coaches monitor instructional schedules • Collect Feedback from students and families on first month of school • ILT celebrates progress and successes and sets goals for next phase of Distance or Blended Learning

WEEK 1 Sample TEACHER Schedule & Links: *Building Capacity - Teacher Planning and Family Orientation*
Blue cells indicate synchronous learning

	Monday 8/10	Tuesday 8/11	Wednesday 8/12	Thursday 8/13	Friday 8/14
8:00 - 8:30	Send Daily Plan	Send Daily Plan	Send Daily Plan	Send Daily Plan	Send Daily Plan
8:30 - 9:00	Daily Morning Meeting & Weekly Community Meeting				
9:00 - 9:30					Family Orientation
9:30 - 10:30	Schedule Home Visits				
10:30 - 11:00					
11:00 - 11:30					
11:30 - 12:30	Lunch				
12:30 - 1:00					
1:30 - 2:45	Daily Professional Learning Opportunities: See Teacher Central for offerings and Zoom links				

WEEK 1 Sample STUDENT Schedule & Links: - This Is ME [Family Daily Plans here](#) week 1 printable packet: [ENG](#) [SPN](#)

Blue cells indicate synchronous learning

	Monday 8/10	Tuesday 8/11	Wednesday 8/12	Thursday 8/13	Friday 8/14	Weekly Learning Goal
8:00 - 8:30	Review Daily Plan	Review Daily Plan	Review Daily Plan	Review Daily Plan	Review Daily Plan	SEL: <i>I can...</i> - listen attentively while others are speaking. Online Tools: <i>I can...</i> - learn how to use online learning websites and tools. Math : <i>I can...</i> - see math in the world around me and see myself as a mathematician. Literacy: <i>I can...</i> - build my reading stamina - ask and answer questions about a text. Social Studies/ Science: <i>I can...</i> - engage in activities with my family. PE: <i>I can...</i> - move my body to stay healthy. Music: <i>I can</i> -I can choose a song to represent who I am Visual Art: <i>I can</i> - make a journal
8:30 - 9:00	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Community Meeting	
9:00 - 10:00	IM Talking Math - ENG - SPN DAY 1	IM Talking Math - ENG - SPN DAY 2	“...I am a Mathematician!” “...Soy matemático/a”	IM Talking Math - ENG - SPN DAY 4	IM Talking Math - ENG - SPN DAY 5	
10:00 - 10:30	Exercise/Play Break Online Videos	Exercise/Play Break Choice Workout	Exercise/Play Break Online Videos	Exercise/Play Break Choice Workout	Exercise/Play Break Online Videos	
10:30 - 11:30	Independent Reading Choice Menu	Independent Reading Choice Menu	Independent Reading Choice Menu	Independent Reading Choice Menu	Independent Reading Choice Menu	
11:30 - 12:30	Lunch					
12:30 - 1:30	Daily Reading Task 1	Daily Reading Task 2	Daily Reading Task 3	Daily Reading Task 4	Daily Reading Task 5	
1:30 - 1:45	Exercise/Play Break Online Videos	Exercise/Play Break Choice Workout	Exercise/Play Break Online Videos	Exercise/Play Break Choice Workout	Exercise/Play Break Online Videos	
1:45 - 2:15	Science - Daily Outside Challenge Reto Diario del Exterior	Social Studies- Family Storytime: You Matter	Science- Daily Outside Challenge Reto Diario del Exterior	Social Studies- Family Storytime: The Word Collector	Science - Daily Outside Challenge Reto Diario del Exterior	
2:15 - 2:45	Music All About Me	P.E. Activities at Home	Art Accordion Fold Sketchbook	P.E. Activities at Home	Weekly Reflection/ Complete Unfinished Work	

WEEK 2 Sample TEACHER Schedule & Links: *Building Family Partnerships*
Blue cells indicate synchronous learning

	Monday 8/17	Tuesday 8/18	Wednesday 8/19	Thursday 8/20	Friday 8/21
8:00 - 8:30	Send Daily Plan	Send Daily Plan	Send Daily Plan	Send Daily Plan	Send Daily Plan
8:30 - 9:00	Daily Morning Meeting & Weekly Community Meeting				
9:00 - 9:30	Virtual Home Visit (30 min.)	Virtual Home Visit (30 min.)	Virtual Home Visit (30 min.)	Virtual Home Visit (30 min.)	Virtual Home Visit (30 min.)
9:30 - 10:00	Virtual Home Visit (30 min.)	Virtual Home Visit (30 min.)	Virtual Home Visit (30 min.)	Virtual Home Visit (30 min.)	Virtual Home Visit (30 min.)
10:00 - 10:30					
10:30 - 11:00	Virtual Home Visit (30 min.)	Virtual Home Visit (30 min.)	Virtual Home Visit (30 min.)	Virtual Home Visit (30 min.)	Virtual Home Visit (30 min.)
11:00 - 11:30					
11:30 - 12:30	Lunch				
12:30 - 1:00	Virtual Home Visit (30 min.)	Virtual Home Visit (30 min.)	Virtual Home Visit (30 min.)	Virtual Home Visit (30 min.)	Virtual Home Visit (30 min.)
1:00 - 1:30					
1:30 - 2:00	Virtual Home Visit (30 min.)	Virtual Home Visit (30 min.)	Virtual Home Visit (30 min.)	Virtual Home Visit (30 min.)	Virtual Home Visit (30 min.)
2:00 - 2:45	Prep	Prep	Prep	Prep	Prep

WEEK 2 Sample **STUDENT** Schedule & Links: - **FAMILY** [Family Daily Plans here](#) week 2 printable packet: [ENG SPN](#)

Blue cells indicate synchronous learning

	Monday 8/17	Tuesday 8/18	Wednesday 8/19	Thursday 8/20	Friday 8/21	Weekly Learning Goal
8:00 - 8:30	Review Daily Plan	Review Daily Plan	Review Daily Plan	Review Daily Plan	Review Daily Plan	SEL: <i>I can...</i> - remember my classmates' names. Online Tools: <i>I can...</i> - learn how to use online learning websites and tools. Math : <i>I can...</i> - see math in the world around me. ST Math: <i>I can..</i> -identify the place value of digits up to ten thousand. Literacy: <i>I can...</i> - build my reading stamina - ask and answer questions about a text. Social Studies: <i>I can...</i> - learn about different kinds of families. Science: <i>I can...</i> -set up my science notebook and use it to write my thinking and observations. P.E.: <i>I can...</i> - move my body to stay healthy. Music: <i>I can</i> -interview my family about their music. Visual Art: <i>I can</i> -I can reflect with a rubric.
8:30 - 9:00	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Community Meeting	
9:00 - 10:00	ST Math ST Math: Family Math Resource Page for family orientation OR IM Talking Math ENG SPN DAY 1	ST Math OR IM Talking Math ENG SPN DAY 2	ST Math OR IM Talking Math ENG SPN DAY 3	ST Math OR IM Talking Math ENG SPN DAY 4	ST Math OR Name Value Challenge ENG SPN OR IM Talking Math ENG SPN DAY 5	
10:00 - 10:30	Exercise/Play Break Online Videos	Exercise/Play Break Choice Workout	Exercise/Play Break Online Videos	Exercise/Play Break Choice Workout	Exercise/Play Break Online Videos	
10:30 - 11:30	Independent Reading Choice Menu	Home Visit with Teacher	Independent Reading Choice Menu	Independent Reading Choice Menu	Independent Reading Choice Menu	
11:30 - 12:30	Lunch					
12:30 - 1:30	Daily Reading Task1	Daily Reading Task 2	Daily Reading Task 3	Daily Reading Task 4	Daily Reading Task 5	
1:30 - 1:45	Exercise/Play Break Online Videos	Exercise/Play BreGrade 4 Independent Task_Week 2_Day 2ak Choice Workout	Exercise/Play Break Online Videos	Exercise/Play Break Choice Workout	Exercise/Play Break Online Videos	
1:45 - 2:15	Science - Setting up your Science Notebook	Social Studies- Family Storytime: The Proudest Blue	Science- Earth: Soils / Suelos Life: Environmental Factors / Factores Physical: Circuits / Circuitos	Social Studies- Family Storytime: Yo Soy Muslim	Science- Earth: Weathering / Meteorizacion Life: Observations / Observaciones Physical: Flashlights / Linternas	
2:15 - 2:45	Music All About Me and My Family 4/5	P.E. Activities at Home	Art Origami Corner Bookmark	P.E. Activities at Home	Weekly Reflection/ Complete Unfinished	

					Work	
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WEEK 3 Sample TEACHER Schedule & Links: Assessing Student needs and Targeting Supports
Blue cells indicate synchronous learning

	Monday 8/24	Tuesday 8/25	Wednesday 8/26	Thursday 8/27	Friday 8/28
8:00 - 8:30	Send Daily Plan	Send Daily Plan	Send Daily Plan	Send Daily Plan	Send Daily Plan
8:30 - 9:00	Daily Morning Meeting & Weekly Community Meeting				
9:00 - 11:30	Reading Small Group Screener Assessments (30 - 45 min.) - Reading Inventory: Guidance on How To Administer Virtually	Math Assessment: Digital: Unit 1 MX Pre-Test (MX Tutorial - Teacher Assigns Test Using PMT); Paper/Pencil: California Facts: Place Value and Multi-Digit Addition & Subtraction Entry Task: ENG / SPN	Reading and Math Continued Small Group Screener Assessments (30 - 45 min.)	1:1 Diagnostic Assessments (15-20 min. per student) -Optional Diagnostic Assessments: • Oral Reading Fluency-link coming soon! • SIPPS Placement Test • Running Record (difficult to administer virtually)	1:1 Diagnostic Assessments (15-20 min. per student)
11:30 - 12:30	Lunch				
12:30 - 1:00	Reading Small Group Screener Assessment (30 - 45 min.)	Math Small Group Screener Assessment (30 - 45 min.)	Small Group Screener Assessment (30 - 45 min.)	1:1 Diagnostic Assessments (15-20 min. per student)	1:1 Diagnostic Assessments (15-20 min. per student)
1:00 - 1:30					
1:30 - 2:00	Prep: • Review student assessments • Form groups and prepare lessons	Prep: • Review student assessments • Form groups and prepare lessons	Professional Development and PLCs	Prep: • Review student assessments • Form groups and prepare lessons	Prep: • Review student assessments • Form groups and prepare lessons
2:00 - 2:30					
2:30 - 3:00					

WEEK 3 Sample STUDENT Schedule & Links: - COMMUNITY [Family Daily Plans here](#) week 3 printable packets: [ENG](#) [SPN](#)
Blue cells indicate synchronous learning

	Monday 8/24	Tuesday 8/25	Wednesday 8/26	Thursday 8/27	Friday 8/28	Weekly Learning Goal
8:00 - 8:30	Review Daily Plan	Review Daily Plan	Review Daily Plan	Review Daily Plan	Review Daily Plan	SEL: <i>I can...</i> - share my thinking by speaking or writing in the chat box. Online Tools: <i>I can...</i> - learn how to use online learning websites and tools. Math : <i>I can...</i> - see math in the world around me. ST Math: <i>I can..</i> -identify the place value of digits up to ten thousand. Literacy: <i>I can...</i> - build my reading stamina - ask and answer questions about a text. Social Studies: <i>I can...</i> - learn about how communities can support us. Science: <i>I can...</i> - investigate a phenomena and use my science notebook. P.E.: <i>I can...</i> - move my body to stay healthy Music: <i>I can</i> -express the feeling of music through drawing or words Visual Art: <i>I can</i> -make a collage by re-using materials
8:30 - 9:00	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Community Meeting	
9:00 -10:00	Letter to your Teacher (Math) ENG or SPN Or IM Talking Math ENG SPN DAY 1	Math Assessment	ST Math Or IM Talking Math ENG SPN DAY 3	ST Math Or IM Talking Math ENG SPN DAY 4	ST Math Or IM Talking Math ENG SPN DAY 5	
10:00 - 10:30	Exercise/Play Break Online Videos	Exercise/Play Break Choice Workout	Exercise/Play Break Online Videos	Exercise/Play Break Choice Workout	Exercise/Play Break Online Videos	
10:30 - 11:30	Reading Assessment	Independent Reading Choice Menu	Independent Reading Choice Menu	Independent Reading Choice Menu	Independent Reading Choice Menu	
11:30 - 12:30	Lunch					
12:30 - 1:30	Daily Reading Task 1	Daily Reading Task 2	Daily Reading Task 3	Daily Reading Task 4	Daily Reading Task 5	
1:30 - 1:45	Exercise/Play Break Online Videos	Exercise/Play Break Choice Workout	Exercise/Play Break Online Videos	Exercise/Play Break Choice Workout	Exercise/Play Break Online Videos	
1:45 - 2:15	Science- Earth: Resources / Recursos Life: Terrarium / Terrario Physical: Magnetism / Magnetismo	Social Studies- Family Storytime: Get Up, Stand Up	Science- Earth: Collage / CollageSP Life: Senses / Sentidos Physical: Electromagnets / Electroimanes	Social Studies- Family Storytime: All Are Welcome	Science- Earth: At Home / En Tu Hogar Life: Food Chain / Cadena Alimenticia Physical: Waves / Ondas	
2:15 - 2:45	Music	P.E. Activities at Home	Art	P.E. Activities at Home	Weekly Reflection/ Complete Unfinished Work	

WEEK 4 Sample TEACHER Schedule & Links: Deepening Instruction, Looking Forward

Blue cells indicate synchronous learning

	Monday 8/31	Tuesday 9/1	Wednesday 9/2	Thursday 9/3	Friday 9/4
8:00 - 8:30	Send Anchor Text Tasks, including the recording of the Read Aloud	Prep	Prep	Prep	Prep
8:30 - 9:00	Daily Morning Meeting				Community Meeting
9:00 - 9:30	Prep and Follow Up with Students	Prep and Follow Up with Students	Prep and Follow Up with Students	Prep and Follow Up with Students	Prep and Follow Up with Students
9:30 - 10:00					
10:00 - 10:30	Math Whole Class: Unit 1 L1: Place Value to Thousands	ELA/ELD Whole Group - 1st Read: Face Masks w/ Windows	Math Whole Class: Unit 1 L2: Place Value Patterns	ELA/ELD Whole Group 2nd Read: Face Masks w/ Windows	Science Whole Class - Earth , Physical, Life
10:30 - 11:00	Math Small Group	Math Small Group	Math Small Group	Math Small Group	Math Small Group
11:00 - 11:30	Differentiated Reading Group	Differentiated Reading Group	Differentiated Reading Group	Differentiated Reading Group	Differentiated Reading Group
11:30 - 12:30	Lunch				
12:30 - 1:00	Differentiated Reading Group	Differentiated Reading Group	Differentiated Reading Group	Differentiated Reading Group	Differentiated Reading Group
1:00 - 1:30	Designated ELD Small Group: Anchor Text Access - Newcomers & Lower ELLs	Designated ELD Small Group - Language Practice for Text Task -All ELLs	Designated ELD: Language Dive, Session 1- All ELLs	Designated ELD: Language Dive, Session 2 - All ELLs	Designated ELD: Language Dive, Session 3 - All ELLs
1:30 - 3:00	Prep: ● Review student work and provide feedback ● Prepare lessons		PD/PLCs: ● Central or Site-based ● Collaboration Time	Prep: ● Review student work and provide feedback ● Prepare lessons	

WEEK 4 Sample STUDENT Schedule & Links: - Our LEARNING GOALS FOR THE FALL
Blue cells indicate synchronous learning

	Monday 8/31	Tuesday 9/1	Wednesday 9/2	Thursday 9/3	Friday 9/4	Weekly Learning Goal
8:00 - 8:30	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Designated ELD: <i>I can...</i> - learn and practice academic language. Math: <i>I can...</i> -use place value drawings to represent numbers into the thousands. ST Math: <i>I can...</i> --identify the place value of digits up to ten thousand. Science <i>I can...</i> - Investigate a phenomena, collect data, and use my science notebook.
8:30 - 9:00	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Community Meeting	
9:00 - 9:30	Flexible Work Time	Flexible Work Time	Flexible Work Time	Flexible Work Time	Flexible Work Time	
9:30 - 10:00	Exercise/Play Break Online Videos	Exercise/Play Break Choice Workout	Exercise/Play Break Online Videos	Exercise/Play Break Choice Workout	Exercise/Play Break Online Videos	
10:00 - 10:30	Math Whole Class	ELA/ELD Whole Group	Math Whole Group	ELA/ELD Whole Group	Science Whole Group	
10:30 - 11:00	ST Math	Math Small Group	ST Math	ST Math	ST Math	
11:00 - 11:30	Daily Reading Task 1	Daily Reading Task 2	Daily Reading Task 3	Daily Reading Task 4	Daily Reading Task 5	
11:30 - 12:30	Lunch					
12:30 - 1:00	Reading Small Group	Reading Small Group	Reading Small Group	Reading Small Group	Reading Small Group	
1:00 - 1:30	Independent Reading	Independent Reading	Independent Reading	Small Group ELA/ELD	Independent Reading	
1:30 - 1:45	Exercise/Play Break Online Videos	Exercise/Play Break Choice Workout	Exercise/Play Break Online Videos	Exercise/Play Break Choice Workout	Exercise/Play Break Online Videos	
1:45 - 2:15	Science- Earth: :	Social Studies	Science- Earth: What is Soil?	Social Studies	Weekly Reflection	
2:15 - 2:45	Music	P.E. Challenge	Art	P.E. Challenge	--	

7. Guidance for Core Instructional Schedules (Starting Week 4)

Note: Teachers should pull small groups for at least 2 hours daily to differentiate and build academics and social emotional learning.

Content	Student Frequency	Focus
Morning Meetings	Daily	Morning meetings build community and allow teachers to check-in with students, review learning goals and objectives, and integrate weekly academic content (e.g. calendar math, current events, word study review, etc.).
Community Meeting	Weekly	Community meetings should be used to celebrate learning for the week, share important information, and incorporate family voices and cultures.
Differentiated Reading Groups	Daily	Teachers and other staff provide daily, small group instruction based on diagnostic and formative assessment of student reading. This instruction can include guided reading and word work. Students who are not decoding fluently will receive structured literacy (e.g. SIPPS) and should also engage in self-paced learning with i-Ready for a total of 30-60 min. daily of direct instruction and independent practice.
ELA/ELD (SLA in Bilingual Programs)	Daily	ELA/ELD instruction should be grounded in an anchor text and use before-during-after reading and language development routines, e.g. student talk or sentence unpacking, and should include regular Designated ELD for ELLs focused on language development. Teachers provide whole class instruction 2 times/week and hold at least 1 small group a week with each student. In all settings, teachers incorporate scaffolding strategies like multiple readings and building vocabulary knowledge. To extend learning, students should also engage in independent reading and writing each day and receive regular feedback from the teacher. The ELA/ELD Weekly Plan Template provides guidance on all components.
Math	Daily	Teachers focus on a weekly math outcome (Priority Standards) providing two whole-class lessons and at least one small group for all students. Students engage in ST Math daily and independent work on math tasks (e.g. work books or on line). Teachers can also use Khan Academy to “flip” their lessons, having students watch videos and complete problems just before the teacher addresses new content.
Science	2-3x/week	Teachers emphasize priority standards from FOSS units and integrate with literacy when possible. Students should engage in independent science learning 1-2 times/week and a teacher-directed lesson at least 1 time/week.
Social Studies	2x/week in gr. 3-5	Social studies themes should be Integrated into literacy when possible. Students also engage in independent reading and learning with the NewsELA current events and CA history collections in 3-5. Resources will be provided so core teachers do not have to prepare.
P. E.	2x/week	Daily exercise for every child with 2 structured P.E. lessons per week. Resources will be provided so core teachers do not have to prepare.
Music & Art	1-2x/week	Arts themes should be Integrated themes with academic content when possible. Resources will be provided so core teachers do not have to prepare.

8. Summary of Student Asynchronous, Synchronous, and Independent Work Time

	Monday	Tuesday	Wednesday	Thursday	Friday
Student Minutes Asynchronous Learning	<u>2-2.5 hours Total</u> ST Math (30 min) Ind. Reading (30 min) Daily Reading Task (30 min) PE/Art/Music (30 min) Science/Social Std. (30 min)	<u>2-2.5 hours Total</u> ST Math (30 min) Ind. Reading (30 min) Daily Reading Task (30 min) PE/Art/Music (30 min) Science/Social Std. (30 min)	<u>2-2.5 hours Total</u> ST Math (30 min) Ind. Reading (30 min) Daily Reading Task (30 min) PE/Art/Music (30 min) Science/Social Std. (30 min)	<u>2-2.5 hours Total</u> ST Math (30 min) Ind. Reading (30 min) Daily Reading Task (30 min) PE/Art/Music (30 min.) Science/Social Std. (30 min)	<u>2-2.5 hours Total</u> ST Math (30 min) Ind. Reading (30 min) Daily Reading Task (30 min) PE/Art/Music (30 min) Science/Social Std. (30 min)
Student Minutes Synchronous Learning	<u>1.5-2 hours</u> Morning Meeting Whole Group Math Small Group Reading Designated ELD	<u>2 hours</u> Morning Meeting Whole Group ELA/ELD Small Group Math Small Group Reading	<u>1.5- 2 hours</u> Morning Meeting Whole Group Math Small Group Reading Designated ELD	<u>1.5 -2 hours</u> Morning Meeting Whole Group ELA/ELD Small Group Reading Designated ELD	<u>1.5-2 hours</u> Morning Meeting Whole Group Math Small Group Reading Designated ELD

9. Resources - [See also ELEMENTARY CURRICULUM BLUEPRINT LINKS - 2020-21](#)

Content	Priority Technology	Priority Standards & Pacing Guides	Other Resources
ELA/ELD	<ul style="list-style-type: none"> Google Classroom: (OUSD Teacher Central link) NewsELA: (OUSD Teacher Central link) 	<ul style="list-style-type: none"> 4th Grade ELA Priority Standards 4th Grade Units of Study Suggested Scope and Sequence 20-21 EL Education Pilot Strong Start K-5 	<ul style="list-style-type: none"> Grade 4 ELA/ELD Lesson Plan Template Essential Practices for ELL Achievement, Distance Learning Edition Unpacking language of task Before, During, After Reading (BDA) guidance Before, During, After Reading Lesson Plan Template - Elementary Distance Learning Resources for ELLs <ul style="list-style-type: none"> Supporting ELLs in Distance Learning Webinar Supporting Student Talk During Distance Learning (ELLMA) - 5/15 Student Talk Basics
Designated ELD	<ul style="list-style-type: none"> Brain Pop Brain Pop EL Duolingo 		<ul style="list-style-type: none"> Designated ELD At-Home Activities from Tulare County Supporting Newcomers' Academic and Social-Emotional Needs Webinar - 5.12.20 Elementary Newcomer Strong Start Webinar 7-30-20 Designated ELD Lesson Planning Guidance

Foundational Literacy	<ul style="list-style-type: none"> • i-Ready 	<ul style="list-style-type: none"> • Refer to Grade 2 Priority Foundational Literacy Standards 	<ul style="list-style-type: none"> • Refer to Grade 2 SIPPS Literacy Instruction
Math	<ul style="list-style-type: none"> • Math Expressions • OUSD Math Core Curriculum • Google Classroom (OUSD Teacher Central) • ST Math online platform 	<ul style="list-style-type: none"> • 4th Grade Math Priority Standards • 4th Grade Suggested Math Calendar • OUSD Math Core Curriculum Guides 	<ul style="list-style-type: none"> • Addressing the Covid Slide with ST Math • ST Math: Family Math • Parent/Teacher Math Resources • Freckle • Khan Academy
Science	<ul style="list-style-type: none"> • FOSSweb 	<ul style="list-style-type: none"> • (Coming soon) 	
Social Studies	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	
P.E.	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	
Music/Art	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	
Social Emotional Learning	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Morning Meeting Activities for Distance Learning (Zoom and Google Meet) Video (Activity Ideas @3:56) • Zoom Morning Meeting Teacher Tips (Distance Learning) Video (Closing reflection activities @4:37) • Digital Citizenship K-12 Lessons • OUSD SEL 3 Signature Practices • 4 Approaches to Building Positive Community in Any Classroom • OUSD SEL Standards Posters (English & Spanish)