

# Elementary Sample Schedule

## K-5 Comprehensive Distance Learning Model



### Tool Description:

The following tool gives an overview of the potential configurations of a school day for students grade K-5 under a Comprehensive Distance Learning model. Configurations may be adjusted to fit both individual student needs but also to fit the needs of the local context.

### How to Use This Tool:

As with regular, in-person instruction, educators must be willing and able to adjust based on each student's contexts and needs. During this time, it is even more pertinent to allow educators the flexibility to guide students to move at their own pace and within a schedule that allows for them to be successful in the areas of Teacher-Facilitated Learning, Applied Learning, and Social-Emotional Health.

### Sample Resources for Planning:

The [Resource Hub's guidelines](#) for Distance Learning includes guidance for [ELA](#) and [Math](#). SHAPE America provides guidance for [Physical Education](#). When possible, elementary classes should integrate learning and cover the breadth of a well-rounded education.

### Definitions:

**Teacher-facilitated Learning** is a synchronous or an asynchronous learning experience planned and guided by a licensed teacher. The experience is structured to develop, deepen, and assess new knowledge and understanding. Teacher-facilitated learning is often used when the teacher is planning for all students to have a common experience related to specific learning targets. Teacher-facilitated learning may be accomplished asynchronously through learning management systems, teacher-produced videos, or learning packets each being structured to focus on the learning target. Synchronous opportunities may include full group instruction, peer interaction, two-way communication, small group breakouts, or individual office hours. All modes should provide students a means of checking for understanding and progressing based on that understanding.

**Applied learning** experiences allow for students to apply knowledge and skills that extend from the teacher-facilitated learning. These learning experiences are intentionally designed by the teacher to meaningfully deepen student engagement, allow for peer interaction, and to support family and community involvement. Applied learning experiences likely require scaffolding and supports so that students are able to engage with them independent of teacher or adult support. While family support is important, applied learning experiences must be designed to support independent learning routines, independent practice, and independent application of skills or learning.

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### Sample Instructional Schedules Elementary

Grade Level	Teacher-Facilitated Learning (Daily/Weekly) <i>Must account for at least 50% of Instructional Time</i>	Applied Learning <i>Must not account for more than 50% of Instructional Time</i>	Nutrition, Wellness, & Support (breakfast, snack, lunch, rest, connection, additional supports) <i>Does not count towards instructional time</i>
K-3	2 hours, 20 minutes per day 11 hours, 40 minutes per week <i>(required minimum/with breaks in instruction to maintain engagement)</i>	Daily/Weekly	Daily 2 hours recommended
4-5	2 hours, 30 minutes per day 12 hours, 30 minutes per week <i>(required minimum/with breaks in instruction to maintain engagement)</i>	Daily/Weekly	Daily 2 hours recommended

#### Daily learning time can include:

Reading, Writing, Math, Science, Social Science, Physical Education, Health, Art, Music, Social-Emotional Learning, Career and Community Exploration, Online work, Paper/Pencil or other learning activities, Outdoor Play/Exercise.

*References for time allocations came from Illinois and Kansas Plan*

#### Planning for Comprehensive Distance Instruction

- Ground content in relevant, **culturally affirming, responsive and [sustaining pedagogy](#).**
- Develop daily/weekly plans aligned to Oregon content standards - focus on foundational and prioritized standards, principles of Universal Design for Learning (UDL), and backwards planning.
- Determine **success criteria** that students will need to demonstrate in class, small groups, or 1:1 to show their proficiency with essential standards.
- Explicitly discuss learning targets. Targets should connect to what students have previously learned, build on prior knowledge, and integrate with other content areas.

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- Plan to differentiate for student needs (students identified as TAG, students experiencing disabilities, emergent bilinguals, etc.).
- Create assessments and plan assessments that: are aligned with state content standards; have clear measurement criteria; measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test, performance); allow students to select from a menu of options; are portfolio-based; and are not reliant on a student’s ability to use technology.

### *Technology Planning*

- Create training for students and families in use of online class tools and structures.
- Share and post class plans, weekly calendar, recorded lessons and resources with families and establish times for check-ins and connections.
- Create a folder or homepage that is easy to access that includes learning materials, reference tools, student success criteria, and exemplars for students to reference.
- Storyboard your lessons, and post and present materials in the order students will need them to be successful.
- Record a video of thinking aloud through the skills and content (with visuals) that students may struggle with the most.
- Plan which interactive digital tools geared toward elementary will be most effective for the lesson (i.e., flipgrid, breakout rooms, videos, etc.).
- Determine how students will interact with stimuli (video, materials, text, etc.) to encourage different types of problem- solving (e.g., carefully constructed questions).
- Turn on closed captioning for videos to support student understanding and language development.

### Elementary: Sample Instructional Day / Week for a single course

	<b>Teacher-Facilitated Learning</b>	<b>Applied Learning</b>	<b>Culturally Responsive, Social Emotional, Mental Health</b>
<b>Time</b>	<b>K-3:</b> 2 hours, 20 minutes per day <b>4-5:</b> 2 hours, 30 minutes per day	Varies	<b>Incorporate throughout schedule</b>

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<p><b>Strategies</b></p>	<p><b>Educators have the professional skills to build life-long learning skills and foster curiosity, creativity, and connection.</b></p> <ul style="list-style-type: none"> <li>● Provide virtual Instruction using a learning management system (LMS) appropriate for elementary. (Consider 1:1 or small groups for lower elementary classes.)</li> <li>● Facilitate and build structures and routines that support learning. (This is especially important for kindergarten students that have no prior classroom experience.)</li> <li>● Record videos</li> <li>● Post videos and review how to access the learning management systems.</li> <li>● Pace lesson to include direct instruction (use methods such as 10:2) time for processing, social interaction, checks for understanding, and adjustment to instruction.</li> <li>● Meet with small groups of students or one- on-one outside of the whole group setting to</li> </ul>	<p><b>Opportunities to apply knowledge and skills builds mastery and critical thinking.</b></p> <ul style="list-style-type: none"> <li>● Encourage discussion with family members and peers (communicate and encourage two-way dialogue with families).</li> <li>● Demonstrate and provide success criteria for planning, goal setting, and independent work.</li> <li>● Include opportunities for summarizing to enhance learning (either through writing, art, or video recording).</li> <li>● Incorporate the use of common household materials or send supplies to families.</li> <li>● Focus on Inquiry and curiosity.</li> <li>● Encourage remote peer-to-peer collaboration.</li> <li>● Provide clear directions, responsibilities, expectations, and scaffolds for group work.</li> <li>● Utilize self-assessment and peer assessment tools with group work and model how to do a self-assessment.</li> <li>● Use checklists and rubrics to help evaluate progress toward success.</li> </ul>	<p><b>Learning is possible and enhanced through a sense of community and connection.</b></p> <ul style="list-style-type: none"> <li>● Maintain schedules and predictable routines but be flexible.</li> <li>● Honor the student environment, harnessing assets including home language, family, and culture.</li> <li>● Integrate culturally sustaining practices.</li> <li>● Regularly brainstorm solutions, including conflict resolution. Educator regularly collects and incorporates student input on class processes.</li> <li>● Create a safe place to discuss fears, worries, triumphs, hopes.</li> <li>● See <a href="#">National Equity Project: Building Rapport</a>.</li> </ul> <p><b>Reminder of social emotional supports available</b></p> <ul style="list-style-type: none"> <li>● Effective <a href="#">online morning meetings</a>.</li> <li>● <a href="#">Responsive meetings</a></li> <li>● The National Institute on Mental Health’s <a href="#">child and teen coping strategies for reducing stress related to traumatic events</a> provides guidance for parents and others supporting our students.</li> <li>● The National Association of School Nurses and National Association of School Psychologists developed a <a href="#">resource for</a></li> </ul>
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	<p>support learning</p> <ul style="list-style-type: none"> <li>● Reference the learning target throughout the lesson.</li> <li>● Model a think-aloud of new learning and engage students in the process.</li> <li>● Show success criteria and reference throughout the lesson.</li> <li>● Utilize frequent checks for understanding by stopping and asking questions and having students put learning in their own words.</li> <li>● Use small group scheduled synchronous meetings to differentiate instruction to groups of students needing supports, scaffolds, or extensions.</li> <li>● Engage students in chats and feedback, maximizing the social/emotional connection to learning. Pay attention to pacing to ensure the purpose is met.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide multiple opportunities for students to engage in group activities to deepen their thinking and problem-solving skills.</li> <li>● Assignments require students to:             <ul style="list-style-type: none"> <li>○ organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it; (However, reproduction may be necessary to reinforce foundational skills in literacy and math.)</li> <li>○ draw conclusions, make generalizations, and produce arguments that are supported through extended writing; and</li> <li>○ connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives, both inside and outside of school.</li> </ul> </li> </ul>	<p><a href="#">how to talk with students about COVID-19</a>.</p> <ul style="list-style-type: none"> <li>● The <a href="#">National Suicide Prevention Lifeline</a> (English: 800-273-8255, Spanish: 888-628-9454)</li> <li>● <a href="#">Oregon 211</a>: dial 211 or 866-698-6155 (Text your zip code to 898211 or Email- <a href="mailto:help@211info.org">help@211info.org</a>)</li> <li>● The SafeOregon Tip Line: 844-472-3367 (Text- 844-472-3367, Email- <a href="mailto:tip@safeoregon.com">tip@safeoregon.com</a> or download the free app)</li> </ul>
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<p><b>Teacher-Facilitated</b></p>	<p><b>Applied Learning</b></p> <p>Applied learning will look different depending on the age of the students. Complexity of tasks and independence should develop over the academic year.</p>	<p><b>Social Emotional Health</b></p>
<p><b>Monday:</b> The teacher introduces a skill, project, design challenge, learning outcome, and/or essential questions and provides suggested pathways for students.</p> <p>Review with students the schedule for the week, where they can find their assignments and resources. Connection time with the teacher is discussed. Synchronous class schedules and online resources are reviewed throughout the week.</p> <p>Feedback/support should be provided to students throughout the process as needed. (Daily support might be necessary for kindergarten and first grades.)</p> <p>Teacher outlines standards/skill sets to be covered and performance expectations/ success criteria.</p> <p>Additional materials (e.g. rubrics, videos, content</p>	<p><b>Establish essential questions (inquiry) connected to the standards.</b> Build learning experiences around these questions.</p> <p><b>Individual projects:</b> The teacher and student develop a plan that addresses questions or problems within the assigned project, determines steps and timeline toward completion of the project or task. (Teacher schedules regular check-ins with students and families. The frequency will depend on the students’ individual need for support.)</p> <p><b>Team projects*:</b> Students work collaboratively and are guided by</p>	<p><b>Monday:</b> Morning circle with teacher and peers; begin with mindfulness activity; share gratitudes/celebrations/challenges for the week. Affirm that emotions like sadness, anxiety, fear and frustration are understandable, provide explicit instruction around emotions, and encourage communication with trusted adults and/or mental health professionals.</p> <p><b>Tuesday-Thursday:</b> Peer / family / mentor connections Suggested mindful moments Provide Social/Emotional strategies Suggested physical activity</p> <p><b>Friday:</b> Check in (Facilitate peer-peer connectedness) How did the week go? Provide opportunity for conversation about how things are going.</p>

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<p>support, etc.) should be included at this time.</p> <p><b>Tuesday:</b> Follow up with students. Additional time should be set aside for students who might need more support to engage with the learning. Provide peer discussion space. Try alternate ways to contact students whom you have not had success reaching, such as home visits.</p> <p><b>Wednesday:</b> Connect with students and provide additional practice, resources, and feedback to ensure success. Monitor student engagement, responses, and adjust instruction. Synchronous check-in.</p> <p><b>Thursday:</b> Feedback on student progress to date, connection time, peer discussion space.</p> <p><b>Friday:</b> Team/Individual reflection and celebrations with teacher, family, or peers. Include questions, concerns, successes, and challenges. The teacher uses feedback and reflections to establish the necessary supports and follow up for the subsequent week.</p>	<p>the teacher to determine questions or define problems based on the project goals, determine and distribute tasks, determine a schedule for completing tasks, and provide opportunities for discussion.</p> <p>*will require scaffolding and may not be appropriate for all ages.</p> <p><b>Examples for early elementary may include:</b> independent reading, art projects, scavenger/learning hunts, nature walks and journaling, cooking and measuring around the home, imaginative play, story-telling.</p>	
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