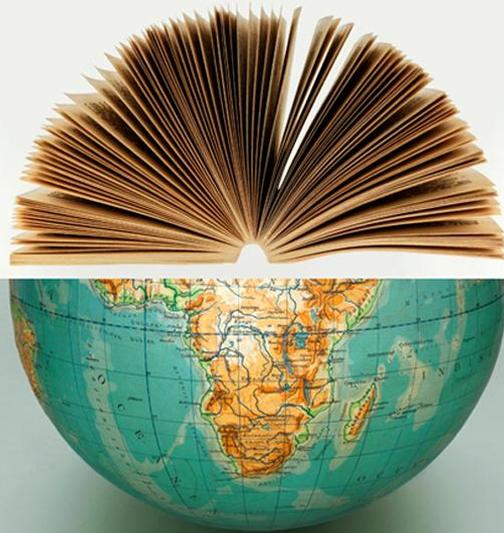


UMA NOVA ESCOLA



DE PENSAMENTO

UNPACKING DISTANCE LEARNING:  
UNDERSTAND YOUR CHILD'S  
SCHEDULE AND WHY IT IS  
EFFECTIVE

CRANE

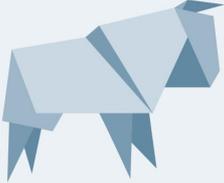


LEARNING

disposto  
dispuesto

善学

OX



ACCOUNTABLE

responsável  
responsable

担当

HORSE



COLLABORATIVE

colaborativo  
colaborador

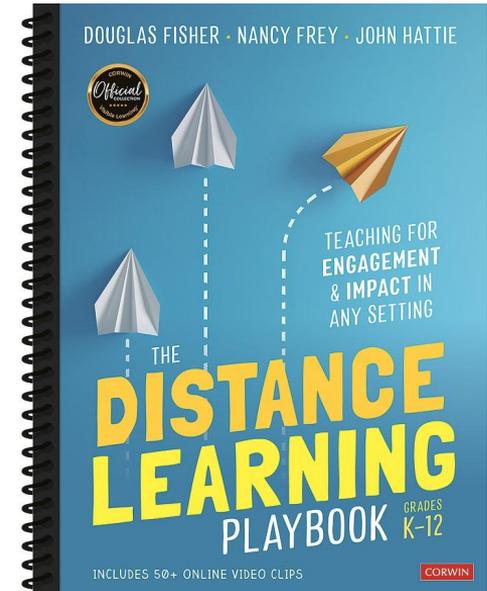
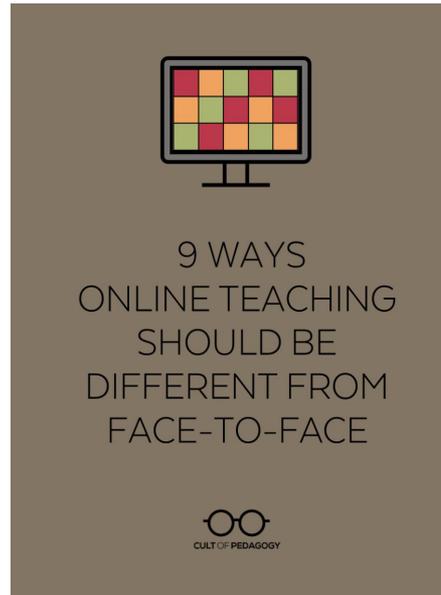
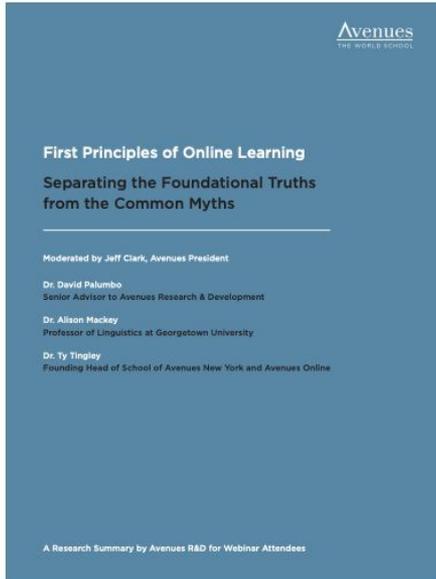
协作

I can identify the adjustments to Distance Learning for this new semester. I can understand the thinking behind each learning moment and how it enhances student thinking and learning.

I can commit to my role in supporting my child to enact his/her role.

I can describe how consistency will be ensured across the division and how it will make it an easier and more efficient experience for families.

In reflecting on our practices and deciding how they can be improved, we referred to feedback we received from students, parents and colleagues as well as many different resources from around the world. This includes:



Last semester = a lot of attention given to the HOW of learning

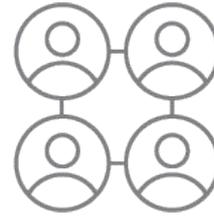
- What am I supposed to be doing?
- How do I use Seesaw, Zoom, padlet, etc.?
- Where is the schedule? How do I access the tools?
- Now what? (Lots of adjustments/new schedules along the way)

This year, this semester = focus on the WHAT of learning

- What are the goals for learning?
- How do I help my child reach those goals?
- How is my child doing in relation to those goals?
- What are my child's next steps for learning?
- GOING DEEPER



- More structure to the schedule, and more consistency across the division, provides greater clarity & reliability for families, allows them to better organize themselves
- Overall increase in synchronous (live) learning
- Variety of structures to meet the needs of each student in a balanced approach (Whole group, small group, and individual)



⚠️ MUST HAVE

🌟 AMAZING

### Starting the Day

I have helped my child **set aside a quiet learning space** and made sure they are **ready to start the day**.

I have **checked in with my child** the night before or in the morning to ensure they understand the schedule for the day.

### Blue Moments

My child has **charged the iPad** the night before and **knows what time** the blue moments are happening.

I have found the **best way to support my child** to access all the live moments of the day.

### White Moments

I know my child has **understood the instructions and can work alone**. If not, I have planned **when and how to give support** and contacted the teacher if necessary.

I am **letting my child guide me** about how much support they need and have **contacted the teacher** if this is difficult for them.

### Resources

My child knows how to **access all the different resources and when to use each one** and knows the passwords for those that need one. I am able to **provide support if needed**.

I am **letting my child guide me** about how much support they need and **know the resources and passwords** if necessary.

### Green Moments

My child and I have **looked through the choice offers** available to choose what fits best and they are ready for the activity.

I have helped my child **choose an activity that may be outside their comfort zone** as a way to try something new.

### Support

I know **how to contact the teacher** if my child needs academic support and the **tech team** if my child needs tech support.

I am around but out of the way. I have **empowered my child to take ownership of their learning** and coached them to solve some of their own challenges.

# LEARNING MOMENTS DEFINED: LIVE MOMENTS



## Parent role

- Accessing and checking the daily (or next day's) schedule.
- Proper charging of the iPad.
- A workspace or quiet environment is available.
- Making sure the children join the live moment (e.g. by setting an alarm).

Depending on the age group and student need, children can complete these tasks in their routine independently or with support from a parent or caregiver.

## What is Morning Meeting?

- builds community
- creates a sense of togetherness
- high engagement from all students  
( more student voice than teacher voice).

## In which grades does Morning Meeting happen?

Small World to 5th grade

## How does it work?

- a 'live' moment at the beginning of the day and consists of four parts: greeting, share, game, and morning message that help students feel a little less distant.
- can also be used to give instructions for the day during the morning message.





## Student role

- Check your schedule for when Morning Meetings occur.
- Click the blue rectangle titled Morning Meeting to join.
- Keep "Not-a-Box" with materials nearby.
- Actively participate (camera **on** and muted when not speaking).
- Enjoy being "with" your classmates and teacher(s)!



## Parent role

- Try to allow your child to join Morning Meeting independently.
- Please follow teacher guidance related to your child joining independently or with support from an adult.



### What is Check-in?

Check-in to give instructions for the day and see how things are going for the students.

### In which grades does Check-in happen?

Check-in happens depending on student need.

### How does it work?

A 15 minute zoom meeting before the day starts that can be organized for an individual student, small groups, for the class or whole grade level together, depending on need.





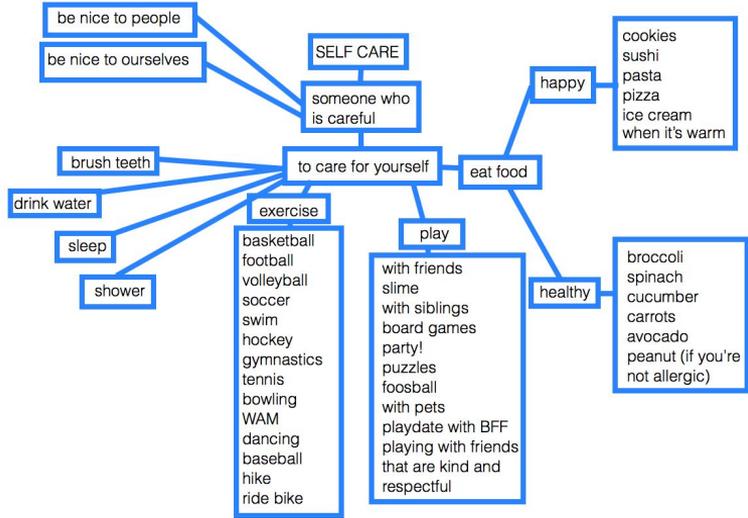
## Student role

- Check your schedule for when Check-ins occur.
- Click the blue rectangle titled Check-in to join.
- Bring a notebook/piece of paper to write down important information regarding the instructions for the project/day.



## Parent role

- Try to allow your child to join Check-in independently.
- Please follow teacher guidance related to your child joining Check-in as a way to get organized for the day.



## What is Small group?

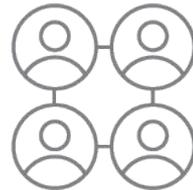
A small group of 2-6 students meet with a teacher as part of the targeted practice moment.

## In which grades does Small group happen?

Nursery to 5th grade

## How does it work?

These groups are planned for students who may feel more motivated and more comfortable to engage in a smaller group than in front of the whole group. This moment can be used for instruction and, especially, as a moment for teachers to give confirmation to students who are practicing a skill they need to develop or to give support for them to understand a difficult concept.





## Student role

- Join these live moments as they occur and are noted in their schedule by the blue rectangle(s) titled small group.
- Actively participate by turning their camera **on** and interacting with the other students and teacher.



## Parent role

- Follow up with your child by asking questions like "What did you learn about?"
- "What did you work on?"
- "Tell me about your small group time today..."
- Set goals for the next small group moment.



### What is O3?

It is a One-On-One meeting between a teacher and a student. It should take a maximum of 15 mins with each child and should happen at least once a week.

### In which grades does O3 happen?

Nursery to 5th grade

### How does it work?

O3s are a moment for teachers to use questions to drive student thinking and learning. This may be related to work they are struggling with or an area in which they could be challenged further.





## Student role

- Join these live moments as they occur and are noted in their schedule by the blue rectangle(s) titled O3.
- Actively participate by turning their camera **on** and interacting with the teacher.



## Parent role

- Follow up with your child(ren)'s O3. Asking questions like:
  - "Tell me about your O3 time today..."
  - "What is one thing you think you're doing well?"
  - "What is one area/thing you want to improve in/need support with?"
- Set goals for the next O3 moment.



### What is Teacher Time?

It is another check-in moment that is **optional** for students to reach out to a teacher if they are unclear about an assignment but the teacher can also invite specific students that would benefit from this time.

### In which grades does Teacher Time happen?

Teacher Time happens depending on student need.

### How does it work?

A teacher from the cohort is available to help go through the assignments for the day.





## Student role

- If students have questions about an assignment, the schedule, project, etc, they should bring their questions to this time as one of the teachers will be there to answer/clarify.
- If a student is invited, he/she should attend and wait for the support of the teacher.



## Parent role

- Try to allow your child to join Check-in independently.
- Please follow teacher guidance related to your child joining Teacher Time to solve doubts.

### What is Mini-lesson?

A 5-10 min zoom meeting before an asynchronous assignment to help students learn content and skills related to a goal that will be followed by an asynchronous assignment in that subject/discipline.

### In which grades does Mini Lesson happen?

2nd to 5th grade

### How does it work?

The mini-lesson is focused on a goal that teachers want students to learn by the end of the assignment. It may also happen asynchronously, through a video or audio recording.





## Student role

- Check your schedule for when Mini Lessons occur.
- Click the blue rectangle titled Mini Lesson to join.
- Keep "Not-a-Box" with materials nearby.
- Actively participate (camera **on** and muted when not speaking).
- Enjoy being "with" your classmates and teacher(s)!



## Parent role

- Try to allow your child to join Mini Lesson independently.
  - Follow up with your child(ren)'s mini-lesson.
- For example: "Tell me about your mini-lesson today..."



### What is the Work In Out lesson?

- Develops students' motor, cognitive and emotional skills
- Provides students with fun moments to interact with one another
- Encourages collective effort in staying physically and mentally healthy.

### In which grades does Work In Out happen?

Small World to 5th grade

### How does it work?

This lesson will happen every other week. It will be organized in different clusters: N, PK&K, 1st, 2nd&3rd, 4th&5th. The SW lesson will last 10 minutes.





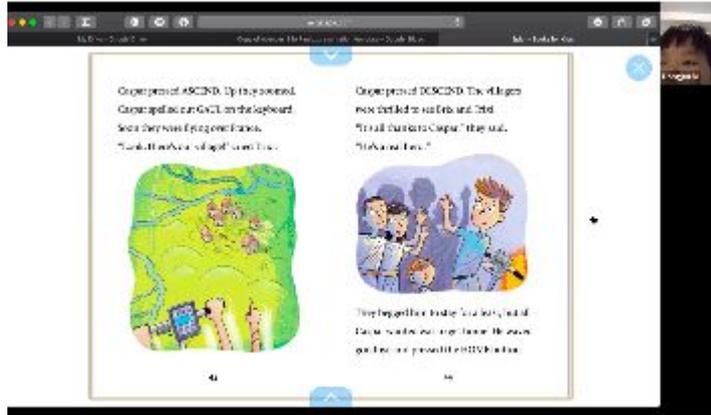
## Student role

- Check your schedule for when Work in Out occurs.
- Click the blue rectangle titled Work in Out to join.
- Wear comfortable clothing, proper footwear.
- Make sure you have water nearby.



## Parent role

- Encourage your child to join in.
- Follow up after the session by asking questions like: "Show/teach me your favorite movement from today's Work In Out session."
- Consider incorporating some of the movements and exercises from Work In Out to your family's routine.



## What is Read aloud?

It is a moment in the day or week when a teacher reads aloud to their students.

## In which grades does Read aloud happen?

Small World to 5th grade

## How does it work?

A teacher from the cohort or a library teacher reads aloud to the students to help build many important foundational skills, introduces vocabulary, provides a model of fluent, expressive reading, and helps children recognize what reading for pleasure is all about.





## Student role

- Check your schedule for when Read alouds occur.
- Click the blue rectangle titled Read aloud to join.
- Actively participate by turning your camera **on** and muting yourself.
- Watch your friends' facial expressions as stories progress.



## Parent role

- Follow up by asking questions:
  - "What was your favorite part of the story?"
  - "Tell me about a new (or unfamiliar) word you heard."
- Help your child(ren) explore that genre or type of text.
- Find more books by that author, in that same genre, or in that series to help entice your child to continue reading.



Olaf My goal is to read with more stamina and read more fluently  
Mr. Z My goal is to write for 30 minutes without stopping.  
**Antonio my goal is having ideas to write**  
**Luiza Helena N : My goal is to be quicker and correct at math**  
 M.D my goal is to improve more in the activities  
My goal is to spelling words on the right way  
 S.F.C My goal is to read in the right path not too fast not too slow  
**My goal is too write 12 books a year H.f**  
Marcella my goal is to read for 45 minutes without getting distracted  
**Lucas**  
**My goal is to I concentrate more and don't see the phone during the zoom etc**

My goal is to practice more math than usual

## What is Sharing ideas?

- Usually in the middle of the day, or at the end of an asynchronous assignment
- Students to share what they have been working on, make connections, collaborate with one another, and clarify misconceptions before the afternoon assignments.

## In which grades does Sharing ideas happen?

Nursery to 5th grade

## How does it work?

- Students feel accountable for their work as they are able to have a shared understanding of an assignment with their peers
- Enhances the collective knowledge of the group
- boosts creativity and problem solving.





## Student role

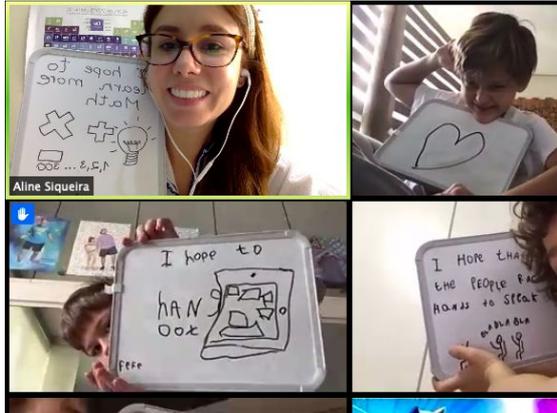


- Check your schedule for when Sharing ideas occur.
- Click the blue rectangle titled Sharing ideas to join.
- Have your work next to you as you will be asked to share parts of your work, connections you made, wonderings you still have, etc
- Keep your Not a Box nearby as you may want to make a revision or add on to your work..

## Parent role



- Follow up with your child(ren)'s sharing ideas moment.  
For example:  
"What were you excited to share?"  
"What are you still wondering about?"



## What is Reflection

It is an interactive moment, at the end of the day, for students to share their reflections about their learning and goals related to their next steps, and usually comes after an individual journaling moment and should be facilitated with either a protocol or prompt.

## In which grades does Sharing ideas happen?

Nursery to 5th grade

## How does it work?

It happens at the end of the day for students to reflect on their learning as a collaborative group. This will develop self-regulation skills and support students to become more metacognitive. For teachers, it is a moment for observing and assessing students' thinking.





## Student role

- Check your schedule for when Reflection occurs.
- Click the blue rectangle titled Reflection to join.
- Bring your journals as you will be asked to share your reflections from the day/week.
- Actively listen to classmates share their reflections as we can often learn from each other.



## Parent role

- Follow up with your child(ren)'s reflection moment.  
For example: Asking your child to complete a familiar thinking routine, like "I used to think \_\_\_\_, now I think \_\_\_\_" or asking "How did your thinking change as you progressed through your work/project?"



## CHOICE CLUB

Avenues  
THE WORLD SCHOOL**STOP!!!**

Teacher Ms. Oliveira

**Description**

Let's see how fast you can think and write! Bring some paper and pen!

**Grades that may join**

3rd grade, 4th grade, 5th grade

**Zoom Room**<https://avenues.zoom.us/j/93857888910>

Date August 28th

## What is Choice Club

It is a moment on Friday afternoon when students can choose the 'live' activity they would like to take part in. This provides an informal moment for students to bond with children beyond their own class and grade level.

## In which grades does Choice Club happen?

Small World to 5th grade

## How does it work?

Teachers offer different 'live' activities that can be anything from something more practical like cooking, to a game, to a quiz. Students can choose any activity for their grade level that interests them and join in.





## Student role

- Before Friday, click the yellow square titled Choice Club to preview the options for that week.
- On Friday at 2:15, join your choice.
- Actively participate by turning their camera on and muting yourself when not speaking to the group.
- Have fun with your friends and classmates!



## Parent role

- Make sure an appropriate environment is available (kitchen, open area, table with art materials, etc).
- Take note of the types of choice clubs their children choose. Are they always choosing a similar one? Are they choosing a wide variety of experiences?



**Morning Meeting**



**Check-in**



**Small Group**



**O3 (one-on-one)**



**Teacher Time**



**Work in out**



**Read Aloud**



**Sharing Ideas**



**Reflection**



**Choice Club**

# LEARNING MOMENTS DEFINED: ASYNCHRONOUS MOMENTS



## Parent role

- Accessing and checking the daily (or next day's) schedule.
- Proper charging of the iPad.
- A workspace or quiet environment is available.
- Checking in at the beginning of the day and end of the day to ask if all asynchronous work has been completed.

Depending on the age group, students may support from a parent or caregiver to start them off on or complete the assignment / activity.



### What is Get ready to begin the day?

It is a moment when the children will go through some self-care activities and record their progress.

### In which grades does Get ready to begin the day happen?

Nursery and Pre-Kindergarten

### How does it work?

Students have a checklist to assess themselves every day, and teachers will ask them to share their progress weekly and give tips on how to achieve the goals.





## Student role

- Select from the checklist the items that you will work on for a period of time and practice these skills.
- Self-assess daily and share the chart with the teachers once a week.



## Parent role

- Helping set the goals.
- Encourage independence.
- Model some of the actions.
- Trust you child and their learning process.



The screenshot shows a digital activity interface. At the top left, there are icons for a target, text case (Aa), a square, and a play button. The title is 'Targeted Practice Phonics'. Below the title, it says 'Students will edit this template:' followed by a preview of a phonics template with letters B and b. On the right side, there is a user profile for 'Gabriela Mayer' and a 'Save Activity' button. Below that, it says 'Student Instructions' and 'Beginning Consonants- /b/ and /m/'. The instructions are: 1. Follow the instructions on the slides. 2. When you are done, tap on 'Add response' to add your response. 3. When you are done, tap to submit your work. At the bottom, there is a progress bar showing '0:00 / 0:20' and a speaker icon. At the very bottom, there is a note: '1st Grade, Kindergarten, 2nd Grade, English Language Arts, English Language Learners' and 'Compatible with: Chromebooks, computers, iPads, iPhones, Android tablets, Android phones, Kindle Fire'.

## What is Targeted practice?

- Students working individually, in small groups or asynchronously on a task. If they are a part of an O3 or small group, they should continue the work set in the O3/small group for the rest of the targeted practice block.

## In which grades does Targeted practice happen?

Kindergarten to 5th grade

## How does it work?

- Deliberately and intentionally planned for each student to work on a skill from any subject area. I
- Focused on specific objectives for each child and paired with reflection and feedback.
- Develops a habit of self-reflection





## Student role

- Work on your assigned tasks asynchronously. If you have a doubt or a question, you can comment directly on the assignment in Seesaw and one of the teachers will respond.



## Parent role

- Check to make sure that the student understands the task/directions.
- Act like a coach: treat this moment as part of your child's "game plan" and help to prepare/set your child up for success, but then allow your child to do the work independently.



### What is Assignments / Activities?

- Sent to students on SeeSaw using the Activities template and icons
- Assignments include all disciplines that are part of the project as well as reading, writing and math.
- Usually open-ended and exploratory, requiring more careful thought, planning, practice, revision, and possibly research.

### In which grades does Assignments / Activities happen?

Small World to 5th grade

### How does it work?

- Navigate through the assignments set for that day, working on the different tasks and directions given on SeeSaw and on the presentation template.
- Specific subject icons are used to specify the disciplines(s) on the presentation template, as well as the icon for ipad/ off ipad, language, etc.



## Your Turn...



Remember the Bug Hunt you did in Science class last week!

Think about the bug/insect you found. If you want, look closely at the photo you took.

Draw,  Write,  or

Record  an idea that came

to your mind, for an object,  
inspired by the bug you found.

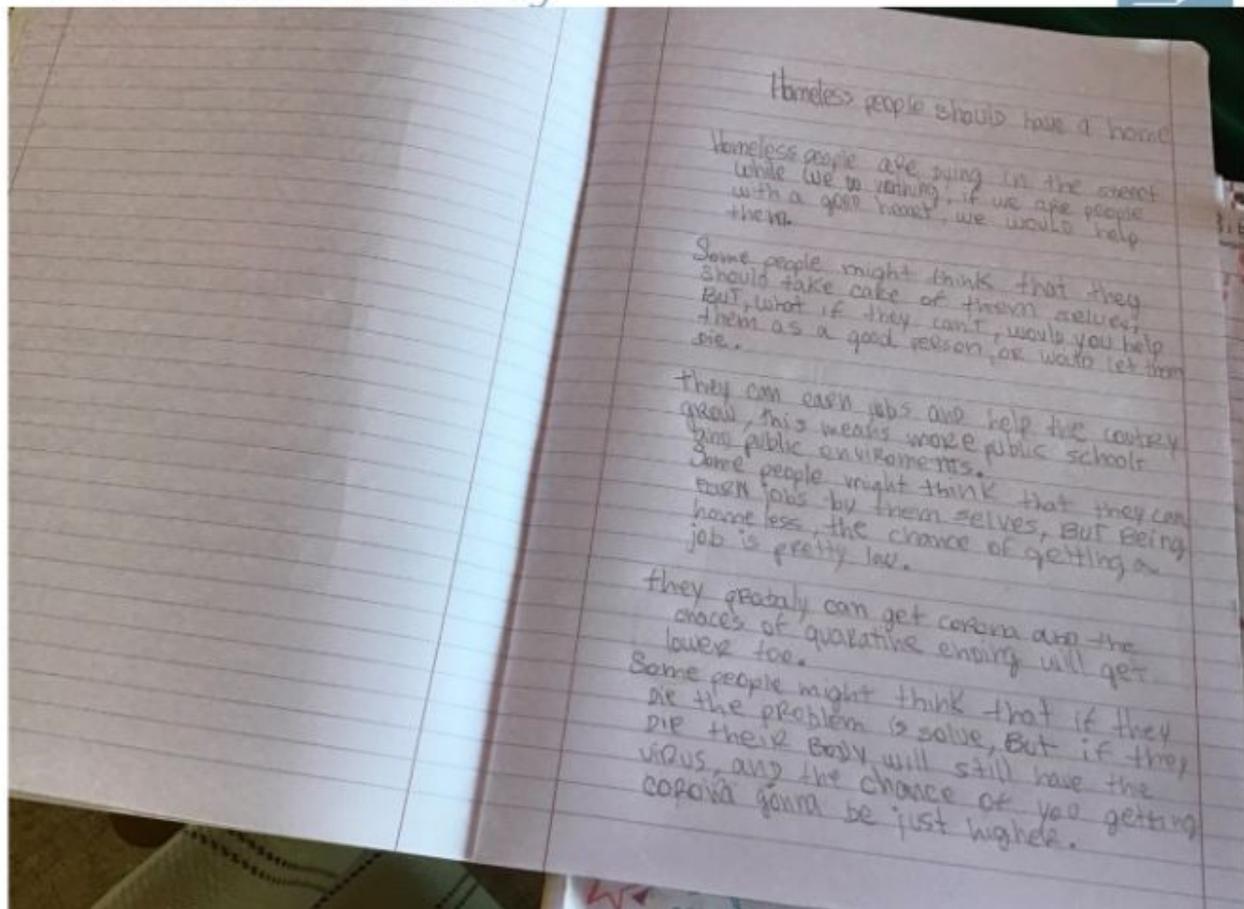
Place your writing, recording or a photo of your drawing here:



# Persuasive Essay



30 min



**Make sure  
the picture is  
easy to read.**

**Add more  
pages if you  
need to!**





## Student role

- Work on assigned tasks asynchronously.
- Most of these tasks will be found in Seesaw.
- If you have a doubt or a question, you can comment directly on the assignment in Seesaw and one of the teachers will respond.



## Parent role

- Check to make sure that the student understands the task/directions.
- Act like a coach: treat this moment as part of your child's "game plan" and help to prepare/set your child up for success, but then allow your child to do the work independently.



**Arrow: Go back  
and revise**

**Lead the  
instructions  
again and revise  
your work!**

### **What is Feedback routine?**

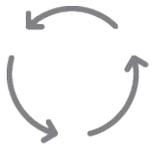
Feedback is most successful when students use it to improve their performance. That is why we have added a moment in the day for students to go back, look at the feedback and make changes to their work.

### **In which grades does Feedback Routine happen?**

2nd to 5th grade

### **How does it work?**

Students are given a routine or check-list that supports them in understanding the importance of checking feedback and reviewing their work.





## Student role

- Use a checklist to review your work and feedback given.
- Consider the feedback that was given and make any revisions or corrections to your work and resubmit it, if necessary. If you have a doubt or a question, you can comment directly on the assignment.



## Parent role

- Parents can support by discussing the feedback given.
- "What kind of feedback did you receive on your work today?"
- "Did you accept that feedback? Why or why not?"
- "How did that help you to learn/improve your work?"



### What is Journaling?

Journal writing provokes more reflection and encourages students to take charge of their learning and their feelings. Journals help students make connections between what is really important to them, the curriculum, and the world.

### In which grades does Journaling happen?

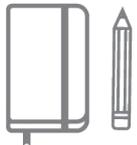
Kindergarten to 5th grade

### How does it work?

Every day, students have a slot of time dedicated to thinking about their learning that day. This is an individual reflection moment. Journaling helps students:

- be less restrained when expressing themselves.
- organize their thoughts and prepare responses
- gain extra confidence to participate in classroom discussions.

For older students, journaling should be done in the Metacognition notebook. For younger students, it can be a drawing, audio or video.



Journaling for me is to  
organise your mind and  
everything that you are  
worried if you are.



## Student role



-Respond to the prompt and reflect on their learning.

*Older students: Metacognition notebooks and a pencil*

-Think about, reflecting upon, making connections to, etc their learning.

-Be prepared to share during the Reflection moment.

## Parent role



- Helping set the goals.

- Encourage independence.

- Model some of the actions.

- Trust you child and their learning process.



**Get ready to  
begin the day**



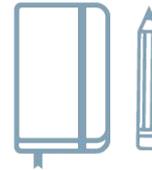
**Targeted practice**



**Assignments / Activities**



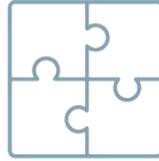
**Feedback routine**



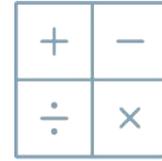
**Journaling**



**Articulate**



**Consolidate**



**Calculate**



**Coordinate**



**03**

Avenues  

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THE WORLD SCHOOL