


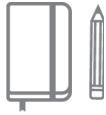
 <p>Get Ready to begin the day</p>	<p><b>What is Get ready to begin the day?</b> It is a moment when the children will go through some self-care activities and record their progress.</p> <p><b>Who should participate?</b> All children who do not need the 'live' check-in moment.</p> <p><b>How does it work?</b> In Nursery and Pre-Kindergarten, they 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.</p>
 <p>Targeted practice</p>	<p><b>What is Targeted practice?</b> It is a moment in the day when students should be taking part in O3s, small groups (see description of 'live' moments), OR working individually and asynchronously on a task. If they are a part of an O3 or small group, they can continue that work for the rest of the block - they do not need to do an additional target practice task.</p> <p><b>What it is not?</b> Poorly planned tasks that are disconnected from the students' reality. For example, it is NOT a worksheet of math problems or 'join the letter to the image'. It is also NOT a list of tasks to choose from with no specific goal. This makes them become frustrated, lose motivation, and they end up not receiving all the benefits of the practice and may become reluctant to perform future tasks.</p> <p><b>Who should participate?</b> All students (Kindergarten to 5th grade)</p> <p><b>How does it work?</b> Targeted practice should be deliberately and intentionally planned for each student to work on a single skill from any subject area. For the asynchronous tasks, <b>these can be structured in such a way that students</b></p>

	<p><b>can receive immediate feedback from a rubric or a check-list</b>, and for small groups, children can obtain confirmation from the teacher about their practice.</p>
 <p>Assignments / Activities</p>	<p><b>What is Assignments / Activities?</b> All asynchronous assignments are sent to students on SeeSaw using the Activities template and icons that explain <b>whether the assignment should be done straight on SeeSaw or off-line and then the final product posted on SeeSaw</b>. The assignments should be linked to the project when possible and should include all disciplines that are part of the project as well as reading, writing and math. Assignments should aim to be more open-ended and exploratory, requiring more careful thought, planning, practice, revision, and possibly research. There should be authentic purpose and audience and include a process that mimics the work of real professionals.</p> <p><b>What Assignments / Activities are not?</b> Assignments/ Activities are NOT sent without the use of the template and the icons to help students understand what they need to do and how they need to do it.</p> <p><b>Who should participate?</b> All students</p> <p><b>How does it work?</b> Think of all your assignment blocks together as one big block (e.g. 3 45min blocks = 2h15min) and define what students need to do in this time through the different tasks and directions given on SeeSaw. <b>Some might be continuous, there might be multiple tasks, this will depend a lot on the project and day.</b> Teachers should use specific subject icons instead to specify the disciplines(s) on the presentation template, as well as the icon for ipad/ off ipad, language, etc.</p>
 <p>Feedback routine</p>	<p><b>What is Feedback routine?</b> Feedback is only successful if 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.</p> <p><b>What Feedback routine is not?</b> It is NOT a to do list or a list of what the student did wrong.</p> <p><b>Who should participate?</b></p>

	<p>All students (Kindergarten to 5th grade)</p> <p><b>How does it work?</b> Students are given a routine or check-list that supports them understanding the importance of checking feedback and reviewing their work.</p>
 <p>Journaling</p>	<p><b>What is Journaling?</b> 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. Teachers should make sure their students have a clear understanding of what and how they are expected to do their journaling, usually with a prompt or check-list..</p> <p><b>What journaling is not?</b> It is NOT a moment for students to do/finish assignments. Although it should usually be structured, it can include more creative journaling as long as the goal and instructions are clear.</p> <p><b>Who should participate?</b> All students (Kindergarten to 5th grade)</p> <p><b>How does it work?</b> Every day, students have a slot of time dedicated to writing about their learning that day. This is an individual reflection moment. Journaling helps students to be less restrained when expressing themselves. It also gives students time to organize their thoughts and prepare responses, which can give them the extra confidence they need to participate in classroom discussions. This is why the journaling moment comes right before that final reflection of the day. Journals are a great assessment tool for teachers as they reveal the students' level of comprehension, as well as what students require in order to improve in areas where they may be struggling. For older students, journaling should be done in the Metacognition notebook. For younger students, it can be a drawing, audio or video. While writing instruction is not the focus of journaling, teachers should be intentional about supporting writing (e.g. providing sentence stems, frequently used vocabulary words, exemplars). The students do not need to post all their journaling moments on SeeSaw especially if they will reflect with the group about what they have written.</p>