

Scheduling and Online Lesson Ideas Guidance from the Office of Curriculum and Instruction

Dear Teachers,

Thank you for the support and commitment to every student and family in the District. There are many of you who are volunteering to make sure families have food, connecting with children, creating lessons for online instruction and trying new things to show how much you care for the children and families of Schenectady. These are unprecedented times, where we need to be flexible, creative, innovative and adapt to this new reality the best we can.

This document presents sample schedules for you and your students and a series of “ways of rethinking instruction” for each subject and different grade levels. These are not formulas or step by step directions, but a framework to think about transferring instruction to an online platform rooted in Inquiry and engaging in learning activities.

Instructional Goals for Digital Learning:

- Engagement of students
 - Learning tasks and activities that allow for:
 - Cognitive engagement of students;
 - Independence of learners to complete work to minimize amount of parent support needed;
 - Opportunities for quality feedback from teachers (i.e. conferencing when possible; questions in online chat or conversation that push student thinking)
 - Integration of Inquiry Based Learning, Culturally Responsive Teaching and Social Emotional Learning. For more information, resources, and articles on CRE see our [Culturally Responsive Education](#) tab on SCSD’s Learn at Home.
 - Quality vs quantity
 - The hours provided here are the **maximum** number of hours per week.
 - Clear objectives/learning targets using standards to drive your assignments to ensure quality
 - Consider integrating Social Studies and Science into ELA and Math to minimize number of assignments/tasks

Minutes Recommendations and Sample Daily Schedules

Our instruction and our daily schedule will not look the same as we engage students remotely. It's important to keep in mind, for instance, many of our students are taking care of younger siblings, helping with school work and doing chores around the house, some are sharing one device while others work from their phones. Keeping all that in mind, along with using recommendations from the state, here are our recommendations:

The Shift From the Physical Instruction to Digital Instruction

	What does this look like in the digital classroom?
Objectives	Weekly Posted Standard aligned Measurable, Attainable
Time for instruction by level:	1 hour of physical classroom time = 20 minutes of digital online learning
<ul style="list-style-type: none"> • PreK 	Max 3.5 hours a week <ul style="list-style-type: none"> - 1 hour 15 minutes Literacy and Language - 1 hour 15 minutes Math - 15 minutes Sensory and Science - 15 minutes Arts - 10 min x 2 PE
<ul style="list-style-type: none"> • K - 2 	Max 3.5 hours a week <ul style="list-style-type: none"> - 45 minutes ELA - 30 minutes Reading - 1 hour 15 minutes Math - 15 min SS - 15 min Science - 30 minutes specials (k-2) <ul style="list-style-type: none"> - 10 min PE - 10 min music - 10 min art

<ul style="list-style-type: none"> • Intermediate3-5 	<p>Max 5 hours a week</p> <ul style="list-style-type: none"> - 45 minutes ELA - 45 minutes Reading - 1 hour 30 minutes Math - 30 minutes SS - 30 minutes Science - 1 hour specials <ul style="list-style-type: none"> - 15 min PE - 15 min music - 30 min art - band/orch as able
<p>Special Education & Related Services</p>	<p>Special education teachers consult with classroom teachers to ensure students have scaffolding and support they need to access content. Individualized decisions on how to provide FAPE based on CSE team recommendations to address student needs.</p>

Flexibility within these schedules includes rethinking our expectations of when students use their device and return work. We cannot expect that all students are on a regular school schedule. Some are logging in late at night, yet completing their work at different times.

One of the tenets of Inquiry Based Models is that students do most of the work, they ask questions, research to find answers, and explain their new understanding. On the other hand, teachers prepare open ended questions, create scenarios where students struggle with new knowledge and content, and create scenarios where students can explain their findings in multiple ways.

Following, you will find a series of ideas, sample schedules, and scenarios that will allow you to create schedules and lessons that develop higher order thinking skills and help students to become owners of their education.

Sample schedules

GRADES PK-2 Sample Schedule

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
ELA/Reading	15 minutes	15 minutes	15 minutes	15 minutes	15 minutes
Math	15 minutes	15 minutes	15 minutes	15 minutes	15 minutes
Other disciplines	One hour total per week				

GRADES 3-5 Sample Schedule

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
ELA/Reading	30 minutes		20 minutes	20 minutes	20 minutes
Math	15minutes	30 minutes	15 minutes		15 minutes
Other disciplines	Two hours total per week				

IDEAS FOR ONLINE LEARNING

We understand how difficult this may be, and we are here to support you. We encourage teachers to take risks and try new things, follow student interests, tie their teaching to standards, and assess skills, content or conceptual understanding. Feel free to reach out for support!

Grades PreK-5			
Content	Objective	Sample activity	Instructional Practice/ Prioritized Standards
ELA	Record how you see how wolves have been feared by humans. Then describe in writing connections between human and animal behaviors. (Weekly)	<p>Have you ever wondered why the wolf is always the villain in fairy tales? In the Brothers Grimm fairy tale “Little Red-Cap,” the wolf is once again the bad guy. But why?</p> <ul style="list-style-type: none"> - Read the fairy tale alongside this informational text about how wolves have been feared for ages by humans, it might make you revisit the story. - <u>Use this text pair</u> in NewsELA to draw connections between human and animal behaviors. - Complete the Google Drawing Venn Diagram to capture the connections which should be evidence from the text. 	<ul style="list-style-type: none"> <input type="checkbox"/> Reading Standard 3, 6, 7, Writing 5 - Aligned with ELA Grade 4 Unit <input type="checkbox"/> Scaffolding (Text can be Lexiled in NewsELA), Google extensions can be added on to support all learners
Math	Apply different tools to find a length using a standard unit of measure	Find something in your house to use as a measurement tool to measure the length of 4 different objects in your house .	<ul style="list-style-type: none"> ● Real life application of math standards ● <u>Scaffolding</u> from a simple task of measuring 4 objects to estimating height in units of measure.

		<p>For example, if you have dominoes, use dominoes to measure four different things in your house. Other ideas could be a pen or your tv remote. Get creative!</p> <ol style="list-style-type: none"> 1) Submit the measurements using FlipGrid to capture what you measured, 2) Include the standard of unit measure. (what did you use to measure - for example, dominoes, pen, etc.) 3) What challenges or successes did you face when you did this activity? 4) Provide feedback to three of your classmates about their own measurements (Quality Feedback = compliment, something you noticed about their work, and a suggestion to try tomorrow) <p>If a person is 5 feet tall, about how many of your measurement tools long would they be?</p>	<ul style="list-style-type: none"> ● <u>Feedback</u> given by teachers and 3 different peers ● Use of technology to submit assignment, have discussions and give feedback - <u>academically productive talk</u> during this phase ● <u>Assessment</u> based on participation, reflection, feedback given to others and completion ● Next Generation Standards: <ul style="list-style-type: none"> ○ NY-2.MD.9 Measurement and Data Represent and interpret data. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. ○ NY-3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. ● Process Standards: <ul style="list-style-type: none"> ○ Construct viable arguments and critique the reasoning of others. ○ Use appropriate tools strategically. ○ Attend to precision.
Reading	Sight Word Sleuths- Identify and read, then write sight words. Create a rhyme.	<p>Find 5 different sight words that are inside or outside you home</p> <ol style="list-style-type: none"> 1.) Create a map of your home in your SeeSaw journal 2.) Write down the sight word you found and place its location on your map 	Vocabulary Acquisition and Use

		<p>3.} Use each sight word found in a sentence or create a short story</p> <p>4.} Name a rhyming sight word for each one you have found</p> <p>5.} Challenge your class to find one additional sight word</p>	
Social Studies	Recognize that greetings are traditions that are important for many different types of cultures	<p>Overarching question: How are greetings similar or different in world cultures?</p> <p>Assign students to read “Air Kisses, namaste and others ways to skip the handshake” from Newsela by National Geographic https://newsela.com/read/ela-handshake-alternatives/id/2001007122/</p> <p>Survey students- Which greeting is their favorite? or Suggest their own idea of a safe new way to replace the American traditions of handshakes/fist bumps, etc.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> NYS Social Studies Framework: 3.5 <i>Communities share cultural similarities and differences across the world.</i> Aligned with Grade 3 culture unit. <input type="checkbox"/> Scaffolding (Text can be Lexiled in NewsELA), Google extensions can be added on to support all learners <input type="checkbox"/> Academically Productive Talk via google forms/surveys
Science	Understanding basics of virus transmission between humans and how it makes people sick	<p>What is a virus? How do people get sick from a virus?</p> <p>Watch the video: https://www.brainpop.com/health/diseases/injuriesandconditions/coronavirus/</p> <p>1) How can understanding the Coronavirus make it less scary?</p>	<ul style="list-style-type: none"> ● Real life application of science standards toward understanding a virus and the current Coronavirus pandemic ● <u>Scaffolding</u> from researching/ answering simple questions relating to a virus to creating newscasts with tips of how to protect oneself. ● <u>Feedback</u> given by teachers and 3 different peers

		<p>2) How can we control the spread of the virus?</p> <p>3) Is there a time when you or one of your friends had a virus? How did it make you or them feel? What made you feel better?</p> <p>4) Why has this virus got so much attention? Is all the information being shared correct? How do you correct misinformation?</p> <p>Provide evidence in terms of pictures, or a video clip when you answer the last question.</p> <p>Create a Newscast that shares information about the Coronavirus and at least one tip on how to stop its spread</p> <p>Provide feedback on the work of at least 3 of your peers</p>	<ul style="list-style-type: none"> ● Use of technology to submit assignment, have discussions and give feedback - <u>academically productive talk</u> during this phase ● <u>Assessment</u> based on participation, reflection, feedback given to others and completion ● Next Generation Standards: <ul style="list-style-type: none"> ○ Engineering design standard K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. ● 3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. -<i>immune response to the virus (my words in italics added)</i>. Cause and Effect ● Cause and effect relationships are routinely identified and used to explain change. (3-LS2-1),(3-LS4-3) New York State Next Generation Learning Standards Connections: ELA/Literacy – ● 4R1 Locate and refer to relevant details and evidence when
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			<p>explaining what a text says explicitly/implicitly and make logical inferences. (4-PS3-1)(4-PS3-1)</p> <ul style="list-style-type: none"> ● 4W7 Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources. (4-PS3-1),(4-PS3-2),(4-PS3-3),(4-PS3-4),(4-ESS3-1)
Music		<p>How do I practice music with no instrument? What did people do before there were instruments? How did they make music? Think about the different types of instruments that exist (percussion, wind, strings). Could you make an instrument from what you have in your house? Teacher could post videos of making home-made instruments (shaker, drum, rubberband guitar). Students make their own instrument. Follow up activities: play rhythms provided by teacher write rhythms to play make a list of the items used for the instrument and write directions for a friend to make their own</p>	<p>NYS Standards for the Arts: Standard 11 - Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present and future.</p> <p>Standard 3 - Refine and complete artistic work. Standard 1 - Generate and conceptualize artistic ideas and work.</p>
Art		<p>#518RainbowHunt You may have noticed rainbows all over the place if you've been walking around</p>	<p>NYS Standards for the Arts: Standard 11 - Investigate ways that artistic work is influenced by societal, cultural, and historical</p>

		<p>your neighborhood. There is a facebook page that started encouraging families to color a rainbow picture and put it in their window so when kids are out walking (since schools and businesses are closed) they can count how many rainbows they see. Some families are getting really creative and are not just putting a paper rainbow in the window! Choose an activity...</p> <ol style="list-style-type: none"> 1. Make a rainbow in your house. Use fun things you find that are red, orange, yellow, green, blue, and purple. 2. Color a rainbow and put it in your window. 3. Go for a walk (practicing social distancing) and count rainbows! 4. Think of a super-crazy way to make a rainbow and write a paragraph/draw a picture to describe it! <p>Teacher could also make a video of rainbows in their neighborhood or in their school neighborhood!</p>	<p>context and, in turn, how artistic ideas shape cultures past, present and future.</p> <p>Standard 3 - Refine and complete artistic work.</p>
Physical Education	Demonstrate endurance in an activity and provide feedback	Teachers should post a flipgrid or your own video demonstrating their favorite exercise for the week. Students take a survey of what was easy or hard about the exercise ,how many repetitions of the exercise students could do in a specific	<ul style="list-style-type: none"> <input type="checkbox"/> Scaffolding by way of allowing students to decide how many repetitions they could physically do <input type="checkbox"/> Academically Productive Talk via FlipGrid or google survey

		amount of time and/or survey what exercise is their favorite.	
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