Saint James School’s Plan

*for*

2020 COVID-19

Delivery of Continuous Learning Opportunities

Background

Saint James School started to prepare for the possibility of continuous learning opportunities in February. Teachers talked in preK-4 and 5-8 teams about what continuous learning might look like from a distance as compared to what learning looks like in a classroom. Most teachers were not trained for distance learning so it was new learning for them. They discussed what would be appropriate for the different grade levels and what would be the most important curriculum to cover and how that curriculum would be covered and how it would be assessed. Our other professional development was put on hold so we could focus on our continuous learning opportunity plan. We devoted two early release Wednesdays on this as well as multiple staff meetings. We were preparing for this possibility but praying that it would not occur.

We then received a two week trial subscription to ZOOM. ZOOM was also new learning and was something that we had not heard of before. Teachers teleconferenced with one another and then started practicing with the students. Each classroom teacher was able to teleconference with students at least one time before we were closed due to COVID-19..

On Friday, March 13th, students went home from school in the usual way but over the weekend schools were closed for two weeks. Monday was taken off as a planning day and teachers prepared packets to be sent home to supplement what they would try to accomplish for the time that the schools were closed. These packets contained whiteboards, manipulatives, math aides, books,writing journals, handouts, etc. Parents arrived at school in the afternoon to pick up these packets and clean out lockers, pickup medications, etc. Anyone that needed a Chromebook was given one to use. Forty Chromebooks were given to students in need.

Then, we planned the schedule. Each class was condensed to thirty minute increments. School begins each day at nine a.m. and ends at one p.m. with a break for snack and lunch. We even scheduled an enrichment time from one to one thirty where students could get additional help from their teachers, if needed. We start school later on Wednesdays so students can attend a daily mass, just like we do during the regular school year.

Staff starts each day at eight thirty a.m. so we can begin each day with a prayer and debrief with one another, ask questions, or seek help, if needed. Staff also meets on Wednesday mornings for a staff meeting. Staff is actively learning from one another and supporting one another. For example, one staff member found that students enjoyed having time to talk to one another during snack time so now all teachers will leave the ZOOM sessions open at times, giving students a chance to socialize.

Staff also communicates with students with the use of Google Classroom. This allows students to see assignments and pass work in electronically to their teachers. Teachers can give feedback to students using Google Classroom.

During the two weeks that we have been out of school, this has been very successful. Parents and students are pleased. Students are continuing their learning and still able to see their classmates.

Now, schools are closed until the end of April and possibly longer. We have a sustainable plan for our students that looks different at different grade levels Here is our plan for continuous learning opportunities for the future, however long that happens to be. We are providing new learning to our students, meeting their needs socially and academically. All specialists have a plan for continuation of their learning.

Prekindergarten

In writing, prekindergarten students are practicing writing their first and last names, as well as learning and practicing recognition of and writing a new letter each week. Students are shown how to write the letter of the week using Zaner-Bloser Handwriting, and practice what sounds the letters make by having students pick a word that begins with the letter of the week and share with the class. Students then practice writing the letter throughout the week, and are encouraged to draw a picture based on prompts and incorporate “writing” into their drawings. At the end of the week, parents email the teacher a picture of their practice paper for review.

We have incorporated having each student observe and share the daily weather outside their window (and dress Froggy the Weather Frog accordingly) as a way to incorporate science elements into our calendar learning.

After the calendar and weather, students practice reading and writing sight words by copying them onto their whiteboards and holding them to their screens. This kind of exercise not only reinforces writing skills, but pre-reading skills such as concepts of print, phonological awareness, reading comprehension and critical thinking.

In math, students are learning rote counting, measurement, number recognition, patterns and quantity comparison using several different tools and methods, such as unit blocks, pattern blocks, counting bears, and number cards. For example, students are shown two sets of counting bears and are asked which group has more or less, and how many are in that group. Students can either write the number on their whiteboard or hold up the correct number card.

In science, in addition to weather, we are learning about insects and animals through observations and weekly read alouds during library time. To encourage teamwork, we will be creating a class “book about bugs,” where students will draw and name their own bug. Students will share their creation with the class and the teacher will compile the bugs into a book.

In religion, students are learning about Holy Week and God’s love by putting together a Holy Week timeline and doing Easter related read-alouds. We are continuing to practice the Hail Mary, Our Father and sign of the cross.

Students are also participating in a variety of specials (30 minutes each day), including French, music, art, physical education, and library.

Kindergarten

In kindergarten students continue to work in differentiated groups. In reading there are currently four groups, each working on goals and objectives to meet the needs of the students’ within the group. Guided reading time includes: reading a leveled reader, exploring comprehension questions, making connections to self, exploring vocabulary, looking at high-frequency words, who are the characters, what is the setting, what is the problem, and we continue to stop and predict what will happen next.

To support reading - students each have a bag of leveled readers to meet their reading level, fluency passages to use as practice with an adult at home, several sight word games to reinforce sight word knowledge and provide a fun means of sight word practice. Students continue word work practice sorting sight words, working with short vowels, and practicing phonemic awareness exercises (changing first sound of a word, last sound, removing beginning sound). As distance learning continues reading will be supplemented with Epic and Raz Kids.

Read alouds continue to be a part of literacy, sharing traditional stories that center on the holiday, season, or classroom curriculum themes.

Each day students complete a writing assignment. The goals and objectives for each student may be a bit different depending on the writing strategy they are working on (space between words, writing with lowercase letters, punctuation, or expanding their writing) The assignment may be related to: a story that was read during guided reading, a topic in religion, science, or social studies, or free choice writing. Students have an opportunity to share their writing each day during reading. They hold their writing up to the camera and then read what they wrote. Parents send pictures of students' work to the teacher and she responds back to students.

In math students are divided into three groups. Each group works to master the math concept that they are working on in a way that best meets their needs. Students use math manipulatives, white boards, and math vocabulary to explore the math concept they are working on. Students have completed a unit on telling time on the hour. Currently students are exploring subtraction. Using manipulatives, they explore creating and solving math equations and word problems.

In Religion students continue to practice living like Jesus and sharing his love with others. Using our Sadlier workbook and children’s books, students are working to understand and live like Jesus, learn more about prayer, share in the joy of Easter, learn about their gifts and talents and how to share them with others, and how to care for God’s earth.

In addition to our core classes students all have a bag that includes materials for units that they will explore at home with their teacher– planting, heroes, earth day, Easter, and healthy eating.

It is the teacher’s intention to continue to work daily with all students using classroom tools that are familiar to students. Keeping the lessons engaging and students centered. She checks for understanding using whiteboards, and having parent email students work to her. She will supplement with additional online resources as she sees fit. She is in constant communications with parents emailing and checking in often. A weekly schedule is sent to families on Sunday so that parents can plan for their child’s distance learning!!

First Grade

In first grade, all students have two levels of reading books, one for their current reading level and one that stretches through the next. When they have completed these levels they will be moved into their new levels on EPIC! Reading, which allows the teacher to assign books to students online. They are all receiving a grade level understanding of components of language:nouns, verbs, adjectives. They will receive multiple exposures of each component. All students will hear read alouds which from the basis of discussions about inferencing, characters, setting, retelling, predicting and author’s intent. Writing assignments are open-ended, allowing for more differentiation by ability. Word study is being taught each week through study of word families. Students may choose more difficult or easier words within the family to use in their writing. Once a week, comprehension questions are answered in writing. Comprehension questions are based on correct reading level passages for each child. Math meets in 3 different ability levels. The smallest group is learning above-grade level work. The other two levels are learning the same grade level material, but are at different speeds. We are learning place value, money, time, measurement, fractions and word problems. Religion, social studies and science are all embedded in our day. We use read alouds, videos and Scholastic magazine to help to round those out. Example; we are currently reading Easter Love Letters From God Bible Stories and books about stars and space. Every night the parents receive an email from the teacher indicating which materials their child will need for the next day. The teacher is still able to hear each child read books and their own stories aloud. Whiteboards allow the teacher to instantly “grade” math skill and precision, sentence writing and letter formation, spelling, and the ability to follow directions. At times, the students hold their papers up to the camera. The teacher has asked the parents to take pictures and submit one of their child’s pieces of writing per week. The parents are also staying in close touch with the teacher almost daily, providing feedback on lessons and clarifying assignments.

Second Grade

The second graders work in small groups for literacy and math. Breakout rooms are used regularly on Zoom in order to allow students to work in small groups and receive individualized assistance. When the students are in breakout rooms, the teacher regularly visits each room to check on the progress of the students. The whiteboard feature on Zoom is also used as a way to demonstrate concepts and discuss them with students. The second graders write in journals daily, utilize Scholastic (Learn at Home) to read articles and discuss what has been read, as well as participate in literature circles using leveled books that were sent home as well as books that are assigned on the Get Epic site. They have also been working on language arts during the literacy block, such as nouns, verbs, and adjectives as well as poetry. The second graders have been working on several book reports. In Math, the second graders have been using packets from their math books that go along with instruction on Zoom, as well as the Sadlier Math site to access the problems of the day and Xtra Math, which is a site used for math fact practice. They have also been using Khan Academy as it correlates to the math curriculum. We have been using packets of Religion materials from the We Believe projects booklet. The We Believe website has also been used, especially the retreats portion of the site. Powerpoint presentations are often used as a tool to teach Religion concepts in the curriculum. Virtual field trips will be utilized in Social Studies/Science as well as Scholastic News issues that were in each students’ packet. YouTube videos are occasionally used to enhance what is being taught. Students regularly complete assignments on Google Classroom in the areas of literacy, Math, Religion, and Social Studies/Science. Students frequently hold up their work so that the teacher can see it. Additionally, parents have been taking pictures of work or scanning it and emailing it to the teacher. Parents are emailed daily with the next day’s schedule and any other important information that they may need to be aware of, such as reminders about early release days. Emails with materials needed for various classes are also sent out daily so that parents and students can have their materials organized and ready for class.

Third Grade

Third graders are continuing, although in a different format, the instruction needed to complete their third grade curriculum. We still begin our day with prayer, flag salute, and patriotic song.

Religion ~ students completed a booklet on “The Stations of the Cross” and will be working in a booklet on “The Mass”. They will discuss the Easter Season including Pentecost, and learn about the four marks of the Church.

 Literacy Block ~ this time is spread out throughout the day/week and includes: *Grammar* - with a concentration on Adjectives, Possessive Nouns (Singular, Plural, and Irregular Plural),Verbs (action, being, and helping, also irregular verbs such as bring, buy, come, sit, and etc…) Pronouns, and review of sentence structure (kinds of sentences, capital letters, punctuation marks). *Reading* - whole class - reading stories from a basal reader and assessing comprehension, vocabulary, using a glossary, and answering in complete sentences. They are also working with Fables. - guided reading groups - 4 leveled groups of second and third graders who all work in different literacy books, learning about genres, vocabulary, comprehension, fluency, accuracy, writing skills, and doing projects which go with their stories. Each group is able to share with the rest of the class. Groups are able to work both together and individually in the breakout rooms. *Penmanship* - cursive alphabet, both lower and upper case letters - *Word Work* - whole class - working on a “Need to Know” 300 word list and students are also split up into 6 leveled groups. Each group works on a particular word pattern and is then assessed. - *Phonics* - with a concentration on syllables, base words, prefixes, and suffixes. - *Writing* - daily writing in Journals, and/or Author’s notebooks with a concentration on using descriptive words for characters, settings, and events. Composing “super” sentences and use of quotation marks. During Library time students are read a story by the teacher and then visit the “Library” on getepic.

Math ~ students were supplied with white boards, clocks, playing cards, play money, worksheets, and workbooks to enable learning. Concentration is on multiplication and division, telling time, counting money and making change, solving and explaining word problems, and knowing math facts (addition, subtraction, multiplication, division). Flashcards work well!

Social Studies ~ students are learning about waterways of the United States, Physical features, the Northeast Region, and then will be talking about communities, such as volunteering, city workers, running a city, etc.

Science ~ unit on weather - meteorologists, atmosphere, clouds, storms. Etc.

The teacher is in daily contact with parents through renweb communications and also during class time on Zoom. Students know what is expected both in behavior and work. They are able to share as whole class and individually. The teacher is able to assess the students by showing white boards or papers on the screen and/or one/one with the teacher. Breakout rooms are wonderful for this. Google Classroom is also great and parents have been sending pictures of work to the teacher.

Fourth Grade In fourth grade they are continuing differentiated instruction, across all subjects, for group work, and conferencing by using breakout rooms. These have been helpful to continue with projects, and create an environment where students can ask questions without their classmates hearing them. In math, they use breakout rooms every day, to break the class into targeted groups. They will continue to use these, as well as using programs such as Prodigy to assess which skills students need to work on. Literacy and writing have a great deal of independent work. As a class, they each have a novel and they are working on a novel and they will discuss different parts of a story. The students are finishing a unit on fiction writing, which the teacher has been able to edit on Google, and meets with them in breakout rooms to conference. They will continue with the same idea in our next writing unit. Each student also has a journal they have shared with the teacher and the teacher will respond to students in this journal. Social Studies and Science have a great deal of group work, which they utilize breakout rooms. The teacher goes between the rooms to check on progress, and they will be able to share their screens to present their projects to the class. Currently, they are working on a biome project in science, and will move to a research paper on a specific animal next, working science into writing as well. In our religion class, students all have their books at home, and take turns reading. During this time we do class discussions on different ways the Commandments are seen in everyday life.

It is the teachers intention to continue to use the tools that have been working well, as well as constant communication with parents. The teacher is moving more of her work to her Google classroom, and posting homework there, so students and parents have access to what she is doing. Additionally, she checks for understanding using whiteboards, which have been a great tool. All standards are being covered in the virtual classroom, as they would be in school.

**Fifth Grade** In fifth grade students continue to learn through differentiated instruction across the curriculum. Students meet for classes using Zoom conferencing. The teacher utilizes Zoom breakout rooms for differentiation in reading, math, and conferencing. Students are allowed to work in partners and small groups for assignments and projects utilizing the chat feature and in break out rooms. The teacher monitors breakout rooms offering assistance and answering questions.

**Reading:** Currently in reading we are reading a class read aloud, Island of the Blue Dolphins. both together and independently. We read one chapter in class, stopping to discuss various literary components. Students then reflect on their reading daily by creating writing responses that reflect on literary elements of the daily reading. Students read the following chapters from what was read in class for homework, and then also reflect on their reading by responding to prompts in their reading response notebooks.Students also work on close reading passages and are required to write about what they read by including evidence from the text. Students also use the Epic reading program both for independent reading. and also to read texts that compliment our Social Studies and Science curriculum. These texts are assigned to students by the teacher through the Epic program. Moving forward, students will be continuing book clubs by utilizing the break out rooms in Zoom.

**Math:**  Students have math textbooks, math workbooks, white boards, and markers. We utilize breakout rooms in Zoom to differentiate in Math. Students also use the whiteboard that is incorporated in Zoom. When a lesson begins, the teacher spends ten minutes teaching the concept and then it is practiced together. Students use their whiteboards to show the teacher their work and to model specific concepts, algorithms, and formulas for the class. Currently students are working on multiplying and dividing fractions, finding the area of a rectangle, multiplying and dividing with decimals, and solving word problems. Enrichment is a time set aside for completing homework. In that way the teacher is available for the students should they have any questions. The teacher is also available after the school day ends to work independently through Zoom with students who may need more assistance. Assessments are accessed and submitted through Google Classroom. Prodigy is utilized on Fridays as a way of adding fun and to enhance their math instruction.

**Writing**: Students continue to work on different writing formats. Students recently completed a unit on persuasive writing. Students complete writing on Google Docs and share them with the teacher. Working on writing on Google Docs enables the teacher to add comments or suggestions into student writing. It is easier for students to revise and edit using Google Docs, and it enables the teacher to assist students with editing. In the same way, students are able to write book reports using either Google Docs or Google Slides.

**Social Studies and Science**: Students have been given packets containing most of the information and assignments needed for our units in both Social Studies and Science. Articles and books that accentuate our curriculum are assigned to students via Epic or Google Classroom. Together, the material is read, discussed, and students respond to questions using information from the text. Added material and assessments are assigned via Google Classroom. Students create research papers and projects and are submitted through Google Classroom, Google Docs, and pictures. Students respond on Google Docs and share their work with the teacher.

**Religion**: Each day begins with a prayer. Students have their Religion books at home. Students take turns reading and discussing the passages. Students then work in partners or small groups to illustrate posters, create brochures, and other projects to show their learning.

**Communication**: Constant communication is kept with parents concerning expectations, lessons, projects, assessments, and the progress we are making, Homework is tracked on our classroom Google Site. The teacher sends individual checklists home daily to a few students who find it a bit more challenging to keep track of and submit completed assignments. The teacher intends to keep using Zoom, Epic, and Prodigy. After a month of fine tuning, the teacher believes students are making a lot of progress. However, distance learning will remain fluid, making changes as needs arise.

Middle School Math: Each grade level is addressed a little bit differently due to the level of material and the class size. For each lesson there is instruction, examples, practice, and some assignment. There is also discussion. With reduced class meeting minutes some topics take more than one day, but if possible, the topic is split up in several small parts so there can be active engagement daily. Students have workbooks, textbooks, tools, and manipulatives that aid in the instruction. They were also given various supplementary work/activities to pursue as it is assigned. This is not review work, but rigorous enhancement and/or extension of the standards and topics at hand. Much work is graded by students’ verbal responses. Other work is held up to the screen for a quick check. More detailed work is submitted electronically. Students are held accountable and expected to do/submit work as it is assigned as will be reflected in the grades they earn. Students that may struggle are making use of the enrichment periods. A few students are working on alternative learning plans that are more conducive to their learning styles and capabilities. Parents are made aware of the expectations. Khan Academy is also being used as an aid. Key standards are being adhered to in order to ensure readiness for promotion to subsequent grade levels.

Middle School Science and STREAM for K-8

* **6th Grade Science** is continuing our study of the Earth’s Interior and the Rock Cycle. Then we will be moving on to Plate Tectonics, and hopefully finishing the year with Earth’s Surfaces Erosion and Weathering.
* **7th Grade Science** is finishing up Reproduction and Growth in Plants and Animals. We will continue with Ecosystems, and if time permits, finish with Populations, Communities, and Ecosystems.
* **8th Grade Science** finished up our unit on Force and Motion, and moved right into Genes and Heredity. Next is Natural Selection Over Time. We may get into History of Earth and the Solar System, depending on time.
* Students read sections at a time and then the class does a Zoom discussion, with the teacher providing graphic examples of the topics, with further explanation. Videos are also used to support the content, with the teacher asking prompting questions on a group thread for student comment. Content covered is also supported by hands-on activities and/or virtual labs where applicable. All work is submitted through Google Classroom where the teacher can comment and provide extensive feedback for clarification. The teacher has also conducted small group zoom meetings with groups of students who need more support or are struggling with a concept, while others are completing work independently. Quizzes are given along the way to check in for understanding, and instead of a Topic Test, there will be a Topic Project as a summative assessment.
* **K-8 STREAM** - Students were given 2 packets of suggested STREAM activities. The first packet contained a variety of activities and the 2nd packet was geared toward more grade specific challenges. At first, the teacher was checking in with classes one a week where students could share their projects. However, it was then decided that students would use their weekly STREAM class to unplug and create. Students will email pictures of their projects to the teacher, and the teacher will compile them into a slideshow. Each class will Zoom every few weeks to view the class slideshow. The teacher is also emailing students and parents weekly to stay in touch. The teacher will also generate a list of alternate STREAM activities and share with all students grades K-8.

Middle School English Language Arts and Social Studies

* **6th Grade ELA** is currently finishing up a whole class read of Percy Jackson, with the final project a Diorama and a Scene summary write-up of the student’s favorite scene in the book.

Students read independently and then students and teacher Zoom and conduct discussion about the events in the assigned reading. The teacher will use the breakout room feature in Zoom to create smaller class discussion. Also, every chapter students have a comprehension check using google docs. The teacher will create a google document and share it with students using google classroom. Then students can use the google doc. to type their answers and share it back with the teacher. This allows the teacher to read responses and assess understanding.

6th grade final project is a Diorama and Summary write-up. Students are given many days to complete the diorama, being creative to use items from around the house. They then summarized their scene following a rubric provided to them via google classroom. Students shared their Diorama via Zoom, and shared their Summary Write-up via google share.

6th Grade’s next unit will be poetry, where they will create a poetry booklet with a variety of poetry in it. Students will be writing a variety of poems such as Shape poems, Haikus, Diamante, Limericks, Quatrain, blackout poems and free verse poems. They will be reading and discussing a variety of poems by authors such as Robert Frost, Langston Hughes, Silverstein, John Updike, Matsuo Basho and others.

* ***6th Grade Social Studies*** students are finishing up a persuasive essay about a Greek God. This is a final project at the end of our Ancient Greek Unit where students learned about the social, policial, and economical impact Ancient Greece had on the world, even the impact it has on our daily lives today. This writing project is a cross curricular assignment. Students are reading a fiction book learning about Ancient Greece and their gods in ELA and writing about Ancient Greece and their gods in Social Studies. The teacher has been using google classroom to provide students with short Prezi links to informational powerpoints about the criteria for a good persuasive essay (Hook, Introduction paragraph, body paragraphs, counterclaim, conclusion). The teacher also provides students via google classroom examples of the different aspects of a good persuasive essay. The teacher uses Zoom to introduce each criteria, walk students through the example using Zoom feature Share screen. At the end of each Zoom meeting the teacher leaves the meeting open, for students to stay and ask questions. Students are then given time to work independently, if they do not have questions. All students are typing their essay, and sharing them with the teacher, where she can provide suggestions throughout the writing process using an editing feature in google docs. The teacher encourages students to seek additional help during enrichment time each day.
* **7th Grade ELA** have been writing a persuasive essay on a conspiracy theory. The teacher has been using google classroom to provide students with short Prezi links to informational powerpoints about the criteria for a good persuasive essay (Hook, Introduction paragraph, body paragraphs, counterclaim, conclusion). The teacher also provides students via google classroom examples of the different aspects of a good persuasive essay. The teacher uses Zoom to introduce each criteria, walk students through the example using Zoom feature Share screen. At the end of each Zoom meeting the teacher leaves the meeting open, for students to stay and ask questions. Students are then given time to work independently, if they do not have questions. All students are typing their essay, and sharing them with the teacher, where she can provide suggestions throughout the writing process using an editing feature in google docs. The teacher encourages students to seek additional help during enrichment time each day.

7th Grade students also have a weekly Greek and Latin Root packet they work through independently and show the completed packet to me either via Zoom video or by taking a picture and emailing me the picture.

After the Persuasive Essay the 7th grade will be a reading as a whole class *The Outsiders* by S.E. Hinton. The students have been provided with the book. Students will receive reading assignments and comprehension & vocabulary questions via google docs, where they will be able to answer on the document and share with the teacher so she can assess comprehension. The teacher will use Zoom conferencing to have whole class and breakout discussions about the book. As a final project students will write a character analysis of their favorite character. Before writing a character analysis the teacher will transition into lessons about the criteria of character analysis and what kind of characters are there in stories. Students will learn about different types of characters such as round, flat, static, dynamic, protagonist, antagonist, minor, major, foil, etc. The teacher will use Prezi presentations, Zoom discussion, examples on google classroom, etc to introduce students to these different character traits.

* **7th grade Social Studies** students are finishing up Chap 10 in their social studies book - The Age of Jefferson - Students independently read through a packet of information about this time frame. Completed comprehension questions on a google document and shared it with the teacher to assess understanding. The teacher held Zoom conferences to have whole class discussion and break out room discussion on the content of the packet, to apply and link the information learned to past events and future events. As a final project students are completing a Webquest on the Corps of Discovery - Lewis and Clark Expedition. Students use links to websites in a google document to research the answer to questions about the background and importance of this expedition. The teacher will use the google doc. Questions and answers as a summative assessment, and the Zoom class discussions as a formative assessment of understanding.
* **8th Grade ELA** students are currently reading The Book Thief - a fiction book that tells a story about a young girl living in Germany during WWII. The teacher uses google classroom to assign pages to read, comprehension & vocabulary questions to answer via google docs. and then shared with the teacher. Google forms are used to create quizzes to assess students' comprehension of events in the book. Zoom conferences are used for whole class discussion or break out room discussions of the book. Students are discussing literary devices the author used such as foreshadowing, setting, atmosphere, imagery, figurative language along with plot, and deeper meaning of the events in the book. This book will take some time for students to complete. Students will be learning about WWII while reading this fiction book for a cross curriculur learning. They will get to choose from a choice board for their final project.

After *The Book Thief* Unit 8th grade students will write a persuasive essay.

* **8th Grade Social Studies** students have just finished up a Unit on WWI. The teacher used google classroom to provide students with WWI powerpoint information, comprehension questions via google docs. That students answer and share back with the teacher. The final for this Unit was a basic multiple choice test, open notes and powerpoints.

After WWI, 8th grade is going to have two short units on the Roaring 20’s and the Great Depression. Both units, students will be provided with reading via google classroom and review questions via google docs. Zoom will be used to have whole class discussion and/or break out room discussions where the teacher can give formative assessments of understanding. Final Assessments will be more project based with students creating fliers via google documents that they can share with the teacher. We will then move on to WWII.

Middle School Religion

Students in Grade 6, 7, & 8 Religion have been starting each class with prayer. They have been focusing on a Saint each day. We have been following the Lenten Reflection: Best Lent Ever. Each class, the students focus on the Saint of the day. They watch a video reflection including information about that Saint and then complete their Best Lent Journal consisting of three different writing prompts. When Lent is over, each Middle School Religion class will resume their class work using Sadlier-We Believe & We Live Our Faith.

* Grade 6 will continue to learn about the Exodus and the journey to the promised land.

(Through class discussions, independent reading, and written assignments)

* Grade 7 will continue to learn about God’s Kingdom-the power of God’s love active in our lives and in our world.

(Through class discussions, independent reading, and written assignments)

* Grade 8 will continue to learn about how the Church sought to define and proclaim the truths of our faith.

(Through class discussions, independent reading, and written assignments)

All of Middle School will continue to be assessed on their knowledge of each topic studied. Written tests will be given as well as oral assessment.

Art Pre-K-8

All students are continuing to learn about art. Each class (K-8) has learned about an artist (Pierre Renoir) and completed a still-life drawing. Older students have learned about light and shading to add to their still-life drawings. In the weeks to come, while they are remote learning, the students will be introduced to a variety of mediums to express themselves artistically: drawing realistically vs. fantasy, clay sculpture, 3D environments, logo designs, and Zentangles. Each lesson is meant to challenge the students to try a different medium (with the limited resources some students might have while they are learning remotely) and continue to be creative. All lessons will be graded (students may show their art in the Zoom classroom or take a picture of the art to send to the teacher).

Pre-K students will continue to learn about art by drawing, cutting, using glue, and sculpting with clay (or homemade play dough). Pre-K art is not graded.

P.E. for preK-8

Physical activity will continue and is extremely important during this time of remote learning which naturally lends itself to less movement. Each grade level will have one Zoom PE session each week in which we will play fun games centered around generalized fitness concepts. In addition to the one “live” session per week each student has been provided with a series of circuit training options to complete at home. Each circuit contains a warm-up and five exercises to be completed covering the areas of cardiovascular fitness, muscular strength, muscular endurance and flexibility. Each circuit takes 20 minutes to complete.

Each student should be attending the live session, completing two additional circuits per week and logging their exercise on the Daily Exercise Log provided in the packets (or any other form that can be emailed or turned in to the teacher).

This remote curriculum is generally in line with the in school track and fitness unit that would have led up to field day in May.

Music for preK-8

Prek-3rd grades, students have been making different rhythmic instruments, such as shakers and maracas with some help from their parents. Students learned how to make shakers from empty water bottles and rice, and they decorated them with different colors. Also, students made maracas from plastic eggs, plastic spoons, and rice.

For fourth and fifth grades, students learned about music composers and historical music periods. Also, they continue to virtually play the recorder.

For sixth, seventh, and eighth graders, they learned how to play the keyboard. Also, they learned about music composers and historical music periods.

All students are learning some musical theories, singing, and dancing. Also, they are playing some rhythmic games, such as bingo and spaceship rhythm games.

French for 4-8

In fourth grade, students are continuing the French learning process with Zoom and they practice on Thursdays the vocabulary words by oral and have to write them with exercises posted on google classroom . They can also use quizlet or duolingo to practice during the week. We are learning food with a project done at school and each student can present the project online. Right now we are working on numbers between 40 and 50.

Fifth grade have French online on Wednesdays and Fridays. Students are learning the verb to eat ( manger) in the Present tense and they practice it using the food vocabulary words with a project. We also have finished the numbers until 100 and the family members. Each time the teacher checks with them if they memorized what we learned in the previous online class. Students can check google classroom and they can see what they have to know and do before the next lesson. They can also use quizlet and duolingo to practice the French language.

Grade 6, 7 and 8 : Students have French three times a week and they are continuing to learn the vocabulary words and grammar with a time to practice the language . They can also use google classroom for their homework and practice exercises I post each time after the lesson.

Grade 6: Students studied the verb to go ( aller) page 162 ( textbook) in the present tense and learned some vocabulary words used with it. Students also studied the vocabulary words on page 116, 117 ( textbook) ( the house ) and they practiced some exercises online using the workbook.

Grade 7 : Students studied and learned the verb faire ( to do, make ) on page 194 in the present tense. They have also learned the possessive adjectives on page 124 and did some exercises using the textbook and workbook. Students are also working on the vocabulary words on page 86 ( textbook).

Grade 8 : Students learned the different verbs to take ( prendre), to sell ( vendre) and to wait for ( attendre) on page 301 ( textbook). They have also learned the verbs to leave ( partir) and to go outside ( sortir ) on page 272 and read dialogues to practice the language. They are working on

The demonstrative adjectives on page 303 and practice exercises online posted on google classroom.

Reading and Math Specialists and Ed-techs

The Reading and Math Specialist and three Ed-techs continue to work with the groups they had throughout the year. The Reading Specialist provides specially designed instruction in phonics, fluency, spelling, and comprehension to identified Title I students and those with Individualized Support Plans (ISP’s), adapting drills and skills practice by sharing documents on the Zoom screen. Students continue their multisensory practice by air writing and tracing on household surfaces. The Reading Specialist also works with a heterogeneous group of first and second graders on comprehension using online resources and individualized practice on ReadWorks. A full time ed tech works with a small group of second graders daily, using resources from Reading A-Z and Epic and focusing on fluency and comprehension. Two other ed techs meet with small first and second grade guided reading groups three times a week. All ed techs provide math support in the primary grades several times a week, and both the Reading and Math Specialist and the full time ed tech continue to work daily with their regular math groups. Digital manipulatives are used along with traditional manipulatives sent home with students to develop a strong understanding of mathematics. Ed techs communicate regularly with the Reading and Math Specialist and classroom teachers via Zoom to plan instruction and share ideas.