



**Week 2 Transitioning to Distance Learning Pointers**

Thank you to those that participated in the week 1 survey. As the teachers and I put together a Distance Learning Plan in less than 24 hours... we welcomed your feedback. The teachers have done an amazing job. We want the learning to be engaging, meaningful, and standardized based. I know many teachers, parents, and students worked arduously the first week. We thank all of you for assisting in educating the children, we cannot do this without each other! The faculty is transitioning the learning to be more interactive, collaborative, and achievable.

Monday, March 30, and Tuesday, March 31, will be well spent working with Gray Wolf (Outsourced IT Company) on our technology skills and communicating with one another so we do not overburden the students or you. Please read the suggested ideas to create a successful learning environment:

<b>Parents</b>	<b>Teachers</b>
Create a dedicated learning space (desk, dining room, table) add supplies to space – pencils, crayons, scissors, paper, etc.	Communicate with parent partners frequently – establish office hours in the morning and afternoon
Create a learning time frame that fits into YOUR schedule	Please be considerate of parent schedules, many are also transitioning to work at home
2-6 hours a day dedicated to learning, depending on grade level (see times below)	Keep expectations clean and simple
Set realistic expectations	Set realistic expectations

*The importance of setting realistic expectations is that it will reduce stress and create a successful learning environment.*

- Parents do not assume your students is being lazy or not trying. They may need additional help from you or the teacher. Reach out to the teacher!
- Teachers will not assume parents are going to be able to cover material the way that is covered in class. Teachers will do their best to keep their lessons simple and easy to follow

*Create a learning schedule – chose the time that creates the least amount of stress for everyone –*

**When Creating a Child’s Schedule Consider Schooling For:**

<b>Grade</b>	<b>Suggested Time</b>
<b>Pre K – 3<sup>rd</sup> grade</b>	<b>2-3 hours a day one-on-one schooling, you will not calculate lunch, changes in subject, stretch breaks, snack. This time is dedicated to reading, math, social</b>

	studies, science, and religion. PE, music, art will be conducted at a later time
Grades 4 <sup>th</sup> – 6 <sup>th</sup>	3-4 hours per day of schooling, do not calculate lunch, changes in subject, stretch breaks, snack. Students at this age are a little more independent and parents you will be more of a facilitator than a hands-on teacher. Reduce distractions, students at this age have more devices - monitor
Grades 7 <sup>th</sup> – 8 <sup>th</sup>	4-5 hours per day, do not calculate lunch, changes in subjects, stretch breaks, snack. Students at this age are more independent and should be encouraged to take personal responsibility to some degree. This is a great opportunity to teach time management. Reduce distractions (turn off chats, phones, etc.)

#### Additional Information

- **All details to assignments will be posted the night before or at 7:00 am each day on Google Classroom.**
- **Student work is due before 8:00 pm each day.** This will give students the opportunity to complete work without feeling stressed and support a balanced schedule for working parents, shared devices, and that not every student works at the same pace; however, in return, the teachers want quality work. Long-term projects will be given instructions and due dates may differ, please read your child's teacher's guidelines.
- Fridays are specialists' days (Art and Music), make up of work, teacher contact time (more details to follow)
- Teachers will check in with all students at least once a week and when needed.
- **Teacher's office hours:** Teachers will be available during these hours for questions, concerns, etc; however, you can email your question at any time. Teachers will follow up office hours in their weekly email.
  - PreK: 9-10 and 2-3 daily
  - First: 9 -10 and 3-4 daily
  - Second: 9-10 and 1-2 daily
  - Third: 9-10 and 1-2 daily
  - Fourth: 9-10 and 1-2 daily
  - Fifth: 9 am daily check in and will be available until 10 and 2-3 daily
  - Sixth: 9 am daily for morning check in and 11-12 and 1-2 daily
  - Seventh: 9-11 daily
  - Eighth: 9:30-10:30 and 2:30
- Teachers will provide an additional list of resources for enrichment and practice.

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### Electronic Resources for Technology Supplemental Lessons:

Site	Description
<a href="https://www.tinkercard.com/learn/desings">https://www.tinkercard.com/learn/desings</a>	The Tinkercard site allows students to create 3-D models online
<a href="https://www.gethopscotch.com/">https://www.gethopscotch.com/</a>	Hopscotch is available for Apple only. This coding app teaches kids young as 9 how to code
<a href="https://www.scratchjr.org/">https://www.scratchjr.org/</a>	Students develop their own programs using ScratchJr.
<a href="https://scratch.mit.edu/">https://scratch.mit.edu/</a>	Scratch programming and games are geared to older students

Cooking is another way to explore math, science, history. Explore what you are eating and who originated the recipe. For instance, Thomas Jefferson was credited with bringing macaroni and cheese to the United States from France. <https://revolutionarypie.com/2013/10/20/macaroni-and-cheese/>

At the end of the day, remember to love and serve yourself and others by mowing an elderly neighbor's yard, and/making cards for those in nursing homes or businesses in the community that have closed.

If you have any questions, please do not hesitate to contact me. We all miss you and the kids!

God bless,

Ms. Gonzalez

Principal