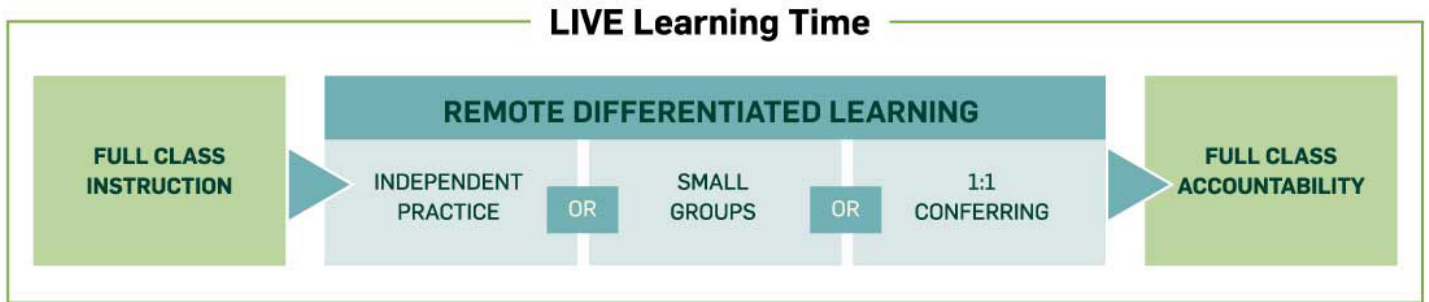


# LOWER AND MIDDLE DIVISIONS REMOTE INSTRUCTION

Our schedule for the lower and middle divisions includes designated blocks of LIVE Learning Time. These blocks are designed with:

- Teacher-led instruction for the entire hour with a maximum goal of a 12:1 ratio
- Students will begin and end the period with teachers
- Teachers will make instructional choices in independent practice (off-screen), small groups, or 1:1 conferring to support the lesson’s objectives and student needs



## Step 1: Full Class Instruction

Students begin the period with teachers who will introduce learning goals and objectives and offer relevant instruction for the class period. Instruction could begin with a mini-lesson or whole group discussion and pivot to independent work.

## Step 2: Remote Differentiated Learning

Teachers will make instructional choices in independent practice (off-screen) which can include any of the following modes of learning to support the lesson’s objectives and student needs:

INDEPENDENT PRACTICE	SMALL GROUP WORK	1:1 CONFERRING
<ul style="list-style-type: none"> <li>• <b>PK–4:</b> can include a task or series of tasks that reinforce skills and synthesize newly acquired knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PK–4:</b> can include targeted small group academic and social-emotional instruction and peer-to-peer discussion and collaboration in Zoom breakout rooms</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PK–4:</b> includes student-teacher conference time to monitor progress and provide individualized instruction to help the student meet goals</li> </ul>
<ul style="list-style-type: none"> <li>• <b>5–8:</b> can include daily writing prompts, formal writing assignments, math practice problems, journal writing, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>5–8:</b> can include small group discussions in Zoom breakout rooms, book clubs, group assignments, individual assignments, and targeted differentiated instruction opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>5–8:</b> includes opportunities for students to meet one-to-one with their teacher to discuss personalized skill development and answer timely questions</li> </ul>

## Step 3: Full Class Accountability

Students will end the period with teachers to share, reflect, review, problem-solve, and submit work from the class period. Coming together in this way keeps students accountable for the work they are expected to complete during remote differentiated learning time. This class time also allows for the reinforcement of the daily objectives outlined at the beginning of class and serves as an opportunity to identify individual student comprehension of the materials covered.