

## Updated Kindergarten Student Schedule

Time	Course	Monday	Tuesday	Wednesday	Thursday	Friday
30 minutes	Morning Meeting	<b>Synchronous</b> - Setting the stage for the day - (Weekly Theme - Exploration – SEL, Focused Question - etc.).				
<b>English Language Arts (ELA)</b>						
Time	Course	Monday	Tuesday	Wednesday	Thursday	Friday
60 Minutes	ELA  <a href="#">ESL Scheduling Guidelines</a>	<b>Grades K</b> <ul style="list-style-type: none"> <li>● <b>Read Aloud:</b> Teacher selects a read aloud that primes students’ background or to illuminate some aspect of reading, modeling appropriate prosody. Read Aloud may be delivered synchronously (read live by a teacher) or asynchronously (pre-recorded screencast).</li> <li>● <b>Foundational Skills (asynchronous recorded lessons with connections made to text during direct instruction):</b> (20 minutes systematic, explicit instruction and 10 - 20 minutes of embedded instruction, connected to the grade-level text). Foundational skills include: the alphabet, concepts of print, phonological awareness, phonics, high frequency words and fluency.</li> <li>● <b>Shared Reading Experience or Interactive Reading of the Grade Level Text*:</b> Teacher engages students in rich experience with a complex text focused on creating deeper meaning of the text through close reading experiences Shared reading provides an interactive, synchronous experience that supports the development of reading skills, comprehension, and content knowledge through the use of gradual release.</li> <li>● <b>Shared Writing Experience using Modeled Writing:</b> Teacher sets stage for students to respond to text in writing on their own with a focused activity.</li> <li>● <b>Independent Response to Reading through Writing:</b> Teacher assigns writing response connected to the text.</li> <li>● <b>Intentional Small Group Instruction:</b> Students work independently while the teacher pulls small groups. designed to support the development of skills, content, or strategies.               <ul style="list-style-type: none"> <li>○ Independent Writing: Teacher assigns writing response connected to the text. Writing tasks may be used for multiple purposes: to respond to text; to assess content knowledge ; to develop writing skills and writing stamina.</li> <li>○ Independent Reading: Teacher assigns a text or students selects a text to create an appreciation for reading, develop content knowledge, practice</li> </ul> </li> </ul>				

fluency and reading skills, and/or increase reading stamina.

- **Lesson Closure**

*\*Teachers can pull small groups as needed or conference with individual students during collaboration or asynchronous practice; they should use independent time to explore deeper learning or work on projects, experiments, investigations, projections.*

*\*ESL teachers prioritize providing direct language-focused ELD instruction to Newcomers (ELs in the country less than 1 year) and Levels 1 and 2 students. Instruction should be aligned with grade-level content and standards where possible. ESL teachers collaborate with content teachers to ensure that EL levels 3–4.5 students also receive support using academic language/disciplinary language. See [ESL Scheduling Guidelines](#) for more information.*

**BREAK: 20 minutes break from the screen. Students can turn their cameras off and mute themselves while they take a break.**

**Mathematics**

Time	Course	Monday	Tuesday	Wednesday	Thursday	Friday
60 Minutes	Mathematics	<p><b>Possible lesson segments:</b></p> <ul style="list-style-type: none"> <li>● <b>Opening Routine ( 5 minutes synchronous):</b> Preview new content with activity that connects prior learning to current or Review previously taught content that offers students a quick review of critical information (<u>for review of critical information - students take ownership of this part of the thinking and this review may be an asynchronous activity</u>).</li> <li>● <b>Formative Task/ Guided Instruction (20 minutes synchronous):</b> Teaching of critical information to develop conceptual understanding of the focus of the standard with direct and guided, synchronous instruction offered by the teacher that focuses on discourse, with possible collaboration opportunities using tools in the online platform to create shared learning experiences.</li> <li>● <b>Reflective Closure (5 minutes synchronous):</b> This is a short closing that assures that students have an accurate understanding of the content prior to leaving the block; this conversation should be focused on key take-aways and patterns demonstrated in the application of mathematical concepts.</li> <li>● <b>Inclusive Student Activities (30 minutes asynchronous):</b> Asynchronous practice or extension opportunity that helps students engage in analysis level or evaluative thinking on the content from the focused lesson; this time with the content should offer students meaningful practice that helps to illuminate the concept as well as lead to procedural fluency; this may also serve as an opportunity to work on extended thinking activity. Some students may be released that are ready to work independently and other students may stay on that need additional small group support.</li> </ul>				

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<b>Physical Activities</b>						
<b>Time</b>	<b>Course</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>20 minutes</b>	<b>Physical Activities</b>	20 minutes asynchronous physical activities for students.				
<b>60 minutes</b>	<b>Small Group Instruction</b>	<p><i>*Teachers may use this time to schedule small group instruction with students for support, enrichment, progress monitoring, and or assessment. The small group instruction must be scheduled in advance with parents.</i></p> <p><i>*Teachers can pull small groups as needed; should use independent time to explore deeper learning or work on projects, experiments, investigations, projections.</i></p> <p><i>*This time can also be used for teachers to work with groups of students aimed at developing language proficiency or to provide pull-out supplemental special education services.</i></p>				