

Preschool Overview of Learning Plan

Considerations for Preschool Age 3, Preschool Age 4

- The primary tool for communication between teachers and families will initially be email or a phone call. Teachers are looking into platforms that might work to share information, including to set up Google Classroom as a means of sharing materials. They will be primarily using the SeeSaw app (if chosen by the individual teacher), some video conferencing as possible, and links to Google Drive for parents to access materials. Weekly contact with families will ensure that all students are accessing materials and will allow the school system to know the needs of the family (e.g., access to the internet, access to an electronic device, ways to access print materials as needed, etc.)
- Students will have both on- and off-screen learning activities designed to engage them in experiences that connect to current curriculum. All online platforms that teachers suggest for student use will be used with compliance with Student Data Privacy Laws - see district webpage for a list of those currently approved for use. To qualify this statement for this COVID-19 learning time, the Commissioner of Education has expanded the Data Privacy Law commitment to open up more online platforms *with the exclusion of public platforms such as Facebook Live, Tik-Tok, and Twitch*. Other platforms such as Zoom, FaceTime, and Google Meeting will allow teachers to engage with students and families face to face, which for young children will be a strong advantage for providing personalized educational experiences.
- Learning tasks and activities will provide direction to families on how to best support student learning and the expected level of adult involvement. It is expected that students in Preschool will need higher levels of support, so learning tasks are designed for high interest and ease of engagement for students in a purposeful manner. This design will help families to engage their children in play based learning experiences at home related to the research based early childhood curriculum.
- Teachers will attempt to return emails within 24-48 hours, but parents should contact 911 or 211 or your town's Police Department for emergency/crisis situations.
- Depending on the duration of the need for the Distance Learning Plan, teachers will decide how much time is spent on maintaining skills versus learning new skills. Teachers are planning on having a weekly 5-day plan across domains, as well as assigning a minimum of two individually designed standards based objectives from the curriculum per week per child. These will be designed specifically to help your child

move forward in his or her learning above and beyond the overall 5 day curriculum plan across domains.

- We will begin the Distance Learning Plan by checking in with students and families the week before the curriculum to get to know what some challenges are that families are experiencing right now, how they feel about the Distance Learning Plan, what are some barriers that you expect to face with your child being an independent learner, etc.)

Letter from Dr. James Thompson, Jr. Superintendent of Bloomfield Public Schools

https://docs.google.com/document/d/1gi_TUYVy0WiSnY2ZBY9qB0kCNg5YBQfSeIPNwxUw-Xw

PreSchool: Approximate Time Frames for Learning

Based on the estimate of a 3 hour student day for their at home learning experiences.

Important Note: Time Frame includes the following:

- Reading teacher directions
- Student independent learning such as listening to oral reading, viewing, and engaging in movement exercises and using home materials to engage with objectives
- A focus on play based learning
- Student work production based on teacher expectations for your child
- Family-Student-teacher communication through the SeeSaw app (if chosen by the teachers) and other means of collecting evidence of learning (emailing pictures and documentation to teacher, etc.).

Please remember that distance learning lessons are **less substantial** than in-school lessons. Many students will face barriers in distance learning models not encountered in the classroom. Wintonbury teachers are creating lessons that support student success. Several articles regarding play and play approaches to these subjects are included in the links below if you choose to peruse them.

Suggested Amount Time per Day	Subject Area
20 minutes	Reading (listening to oral reading and responding to the content) as well as experiential language learning http://www.communityplaythings.com/resources/articles/2005/what-makes-a-good-childrens-book
20 minutes	Writing - including, drawing, fine motor experiences (such as using playdough, Legos, stringing beads, etc.

	http://www.communityplaythings.com/resources/articles/2016/fine-motor-skills
20 minutes	Mathematics
20 minutes	Art, Music and Movement or Wellness http://www.communityplaythings.com/resources/articles/2012/creative-clay-dough-and-modeling-experiences http://www.communityplaythings.com/resources/articles/2006/learning-through-music-the-support-of-brain-research
30 minutes	Minimum of two Individually assigned play based learning tasks by teacher choice
20 minutes	Choice Time Spend more time in any of the above subject areas by exploring the supplemental materials and tasks your teacher provides - You might incorporate science and social studies here as well http://www.communityplaythings.com/resources/articles/2015/beyond-science
30 minutes	Brain Breaks - Gross Motor experiences Plan on short bursts of time in between subject areas to take a break - Consider how you might incorporate the ideas from your teacher regarding mindfulness, yoga, using calming strategies, and learning to wait. http://www.communityplaythings.com/resources/articles/2008/helping-children-deal-with-angry-feelings-continuing-fred-rogers-legacy
20 minutes	Supervised Open Ended Outdoor Play if can be accomplished safely and if at all possible. http://www.communityplaythings.com/resources/articles/2013/the-importance-of-childs-play http://www.communityplaythings.com/resources/articles/2019/helping-children-succeed-academically-using-nature
30 minutes	Dramatic Play - Open Ended Play Experiences http://www.communityplaythings.com/resources/articles/2005/seeing-is-believing-visible-thought-in-dramatic-play

Special Education Schedules will be determined between families and service providers. Special Education Staff will communicate with families initially through the Case Manager for the IEP regarding the child's approach and access to the general education frame for home learning. The case manager and other service providers will review any accommodations and modifications that may be necessary to allow the student greater access to success with the learning at home.

****Please remember, one of the most important things you can do is talk and read with your child throughout the day**, exposing your child to rich vocabulary, new concepts and ideas he or she can "wonder" about and ask you questions about.

The other is to allow your child to play in open ended ways (Ex: Legos - let them create their own structure based on their own ideas). Young children's play does need to be supervised for safety and you can add narration and comments throughout his play. Please see these resource articles to learn more:

<https://www.communityplaythings.com/resources?topic=Importance-of-Play>

Also, the Preschool educators at Wintonbury understand that this is all a "new normal" for everyone. We want parents to be patient with themselves and with us and we will be working with you to the best extent possible to help your child learn. You may be working from home, you may have other children who are also being schooled at home with requirements from their schools.

The philosophy of Wintonbury Early Childhood Magnet School is captured in this case study video, published by Community Playthings:

<https://www.communityplaythings.com/inspiration/case-studies/wintonbury-magnet>

District Digital Resources

The Wintonbury staff shared many resources they have researched to provide access to numerous online resources, which may be used both at school and from home.

For families: When using the apps or programs teachers are using to conduct distance learning, please continue to recognize the rights and privacy of all students and refrain from copying or recording any video or image not of your child.

Thank you for your consideration of our community norms.

For you - Setting up a Google Account:<https://support.google.com/accounts/answer/27441?hl=en>

Distance Learning Resources

Please click the link below to access the *Resources for Students and Families* folder.

UNDER CONSTRUCTION

Teacher Resources to use at home:

1. Free Instagram Live Music Class 9:30 presented daily [musicattheblissful](#) in the Instagram app
2. PebbleGo (nonfiction) and Capstone (lots of nonfiction, and some fiction and song books) have great resources for PreK. PebbleGoNext is for older students. PebbleGo also has identical books in English and Spanish if anyone needs those for ELL families.
 - PebbleGo (English & Spanish):
 - Visit www.pebblego.com and click "Sign In"
 - **Username:** engaged
 - **Password:** learning
 - PebbleGo Next:
 - Visit www.pebblegonext.com and click "Log In"
 - **Username:** engaged
 - **Password:** learning
 - Capstone Interactive eBooks:
 - Visit www.mycapstonelibrary.com and click "Log In"
 - **Username:** continue
 - **Password:** reading
3. www.starfall.com
4. www.abcmouse.com
5. www.pbskids.org
6. www.raz-kids.com
7. www.coolmath.com
8. www.kids.nationalgeographic.com
9. www.scholastic.com
10. www.discoverykids.com
11. www.abcya.com
12. www.ducksters.com
13. www.switchzoo.com
14. www.reading.ecb.org
15. www.seussville.com
16. www.funbrain.com
17. www.storyonline.net
18. www.highlightskids.com
19. [Khan Academy](https://www.khanacademy.com)
20. [Origo Math](#) - Scroll down to the PreK section - 1 minute videos to teach a specific skill or strategy
21. [Lunch Doodles with Mo Willems](#) Daily at 1:00 PM

22. [Mystery Science](#) Sign up for a free membership from home - student link allows at-home access to mini-lessons and full lessons. Students don't need to create accounts and don't even have to log in. They simply click on the student link to view the lesson.
23. PreK-12 digital media service with more than 30,000 learning materials
<https://www.pbslearningmedia.org/>
24. **Google Translate** - maybe used for EL learners who are proficient in their native language
25. [Links to resources to incorporate SEL](#)
 - a. [Emotional ABC Classroom](#) - SEL Curriculum - free to teachers
26. Free E-Books all ages:

<https://go.firstbook.org/webmail/297582/416073932/9169024a1ee4f855e7184afe26540db1de181fcac4d781e1ab7b388ab5c818dd>

Grading/Student Feedback/Accountability Considerations

Ideas for Grading:

- Virtual conferences/ 1:1 Google Hangouts/Zoom/Skype/FaceTime (not Facebook)
 - In collaboration with parent; teacher coaches parent/guardian/adult to give feedback regarding learning to the teacher or other school staff
 - Parents will observe learning tasks, collect artifacts through pictures, video, audio, and link to the SeeSaw app (if chosen by the teacher) for the teacher to view
 - Video conferencing will be another way for teachers to talk with parents so feedback can be provided to the teacher from parent and parent to teacher to guide how well the child is doing and the next steps for learning.
- Use a checklist/interview that will target specific skills in the following areas:
 - Domain specific tasks
- Parents could send videos/photographs of student work and/or children completing certain tasks through email and through the SeeSaw app (if chosen by the teacher).
- Create a Google folder for each student where parents/families will upload photos/videos/work samples

Ideas for Feedback:

- Teachers could connect via Google Hangouts, Skype, Zoom, FaceTime 1x per week (schedule created in advance) to provide face-to-face feedback.
- Immediate feedback could be provided during assessment sessions, along with next steps.
- Based on the interview/checklist completed by the parent, feedback could be annotated on the document shared, scanned, and returned to families.
- For photo/video submissions, feedback could be shared via email
- Written feedback shared via email
- Annotated student work
- Student self- assessment or parent assessment of student work via checklist

Ideas for Accountability:

- Share specific next steps during each 1:1 session and/or through email

- Weekly 1:1 check-ins with all; additional check-ins with families who have students that may need closer monitoring and coaching
- For certain activities/assignments, photo documentation will be submitted
- Completion of challenge/ logs of learning task completion/ content work
- Reading logs or tallies of books read to the child either online or by parent