



While the most impactful early learning happens in a classroom with a highly skilled teacher, Pre-K 4 SA is committed to providing a remote learning option for families that choose to educate their children at home. The Pre-K 4 SA Remote Learning experience will keep the focus on high-quality early learning while delivering instruction from a distance. Our approach includes:

INSTRUCTIONAL APPROACH

- Developmentally Appropriate Practice
- Learning through play
- Social Emotional Learning as a focus and embedded in all lessons
- Consistent daily routine to support young children's need for predictability
- Small group and individual instruction for all children
- Virtual class meetings to develop a sense of community
- Daily progress monitoring

INSTRUCTIONAL STAFF

- Teacher
- Assistant Teacher
- Dedicated support from an adult in the home
- 1-10 Teacher to child ratio
- Support from Behavior Specialist and Instructional Specialist

HOME-SCHOOL CONNECTION

- Teachers working remotely to show what instruction looks like at home
- Socially distanced home visits to build teacher-child connection
- City Explorations that allow social distant gatherings of children and families
- Virtual Parents as Partners meetings
- Connection to Parent Liaison

TECHNOLOGY

- Technology to support communication, not intended to deliver instruction
- Platform sharing that allows children and families to contribute to the classroom
- Ongoing parent trainings on technology use and sharing of curriculum philosophy
- Device and broadband access provided

Please note: This approach was designed for families who chose remote learning. The approach will need to be modified to accommodate family circumstances when remote learning is required due to school closure.



TEACHER EXPECTATIONS

High-quality remote early learning requires a high degree of planning and organization. As the lead instructor, the Teacher/Master teacher takes responsibility for coordination and communication among the teacher, assistant teacher, and supporting adult in the home.

LESSON PLANNING

To allow time for the home adult to prepare, lesson will be planned weekly. Weekly lesson plans will be written with the home adult in mind. Specifically, lesson plans will be written using a format and language that is easily understood by the home adult.

WEEKLY LESSON PLAN

Teacher led lessons (synchronous)

- Daily morning message
- Daily lesson following morning message (type of lesson will vary)
- Two small group lessons/week
- Weekly read aloud; one book, two focus areas

Home adult led activities (asynchronous)

- Daily sign-in
- Daily activity (follow teacher lesson; type of activity will vary)
- Daily book activity (e.g., read aloud, book response, Vooks)
- Daily outdoor activity (asynchronous)

COMMUNICATION

- Daily interaction with each child/family
- Teacher availability via phone
- Weekly individual video meeting with each child
- Weekly phone call/video chat with each family
- Home visits following social distance protocols (alternating months)
- City Explorations (alternating months with home visits)
- Use only approved technology platforms (Padlet, Flipgrid, Zoom, Remind)

TIME COMMITMENT

- Flexibility of time with families (survey parents regarding time availability)
- May require late afternoon or evening meeting times

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FAMILY AGREEMENT

Young children learn best through predictable routines with supportive adults to guide their learning. Pre-K 4 SA is committed to collaborating with families to provide high-quality early learning in the home. In order to support children's learning, families agree to:

- Designate an area in your home to serve as your child's classroom space. This could be the corner of the living room or a space in your child's bedroom.
- Sign on each day to hear or participate in the Daily Video.
- Work with your child to complete daily activities.
- Participate in weekly Zoom meetings (small group/individual).
- Submit requested documentation of your child's progress.
- Participate in weekly phone call from the Teacher or Assistant Teacher.
- Assist in setting up and participating in Home Visits.
- Participate in City Explorations.
- Attend Parent Trainings throughout the school year.
- Notify Teacher/Assistant Teacher about any concerns and/or absences.
- Adhere to requirements for daily participation (in accordance with TEA).
- Commit to remote learning for the 2020-2021 school year. Children do best with familiar people and routines. While it may be possible to change from remote to in-person instruction, changing the instructional approach may delay your child's progress.

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Daily Schedule (1 of 6)

This schedule is intended to show how each element of classroom instruction might look in a remote (home) setting. The order of the schedule will vary depending on the setting.

Lesson Activity	Time	Purpose	In The Classroom	Remote/Home
Breakfast	8:00-8:30	To develop a sense of community while eating. Discuss a wide variety of topics that are sparked by the child. Also a time to talk about foods and the importance of eating healthy for a healthy body.	Children are sitting together 10 children and one teacher at each table. Language building is emphasized as much as eating. Children learn how to take care of their personal needs in regard to eating.	Child will sit with the parent or care giver and if their or other children in the home to eat and build language while eating. Discuss what is needed to take care of personal needs in regard to eating.
Morning Message (10-15 min)	8:30-8:45	To build community among the children. A way to check in and greet each other and to discuss any news or changes to the day.	Children sit in a large group on the rug near a small easel to discuss any news or changes and children are encouraged to comment and make suggestions. All children are welcomed and greeted by each other during this time.	Parent and child will check in with the teacher using a zoom call. During this time everyone will be greeted and the expectations for the day will happen at this time.
Large Group (10-15 min)	8:45-9:00	Large-group time builds a sense of community. Up to 20 children and two adults come together for movement and music activities, interactive storytelling, and other shared experiences. Children have many opportunities to make choices and play the role of leader.	This is a time that children are allowed to express themselves in some type of movement. There may be music played or sung during this time and children are asked to share and/or lead in the activity. They may choose to determine the type of movement that will be used.	This is a time that children are allowed to express themselves in some type of movement. There may be music played or sung during this time and children are asked to share and/or lead in the activity. They may choose to determine the type of movement that will be used. This is a great time to engage all the children in the home in the same activity.

Daily Schedule (2 OF 5)

This schedule is intended to show how each element of classroom instruction might look in a remote (home) setting. The order of the schedule will vary depending on the setting.

Lesson Activity	Time	Purpose	In The Classroom	Remote/Home
Small Group (15-20 min)	9:00- 9:15	During this time, a small group of children meet with an adult to experiment with materials, try out new skills, and solve problems. Adults develop a small-group activity based on children's interests and particular skills, materials, or content areas that suit children's developmental learning needs. Though the adult plans the activity and sets it in motion, children make choices about how to use the materials and freely communicate their ideas.	One teacher will work with a group of 10 children using a small group activity that is based on children's interest and allows the teacher to teach the Pre-K Guidelines through the activity. The children are asked to use the materials and are given some guidance with the materials and the children are allowed to explore and the teacher scaffolds the child's learning to assist them in learning a skill that has been identified by the teacher.	Parent and child will connect by calling in on a zoom call or you tube with the teacher regarding the small group activity. Parent will have the materials ready for the small group activity. The teacher will share a introduction to the activity and the model the activity. The teacher will then ask the child to work on doing the activity on their own and then ask the child to share their outcome through a picture or video of their learning.

Daily Schedule (3 of 6)

This schedule is intended to show how each element of classroom instruction might look in a remote (home) setting. The order of the schedule will vary depending on the setting.

Lesson Activity	Time	Purpose	In The Classroom	Remote/Home
Work Time (50-75 min)	9:15- 10:15	<p>This period includes 3 distinct activities.</p> <p>1)Plan: A 10- to 15-minute period during which children plan what they want to do during work time (the area to visit, materials to use, and friends to play with);</p> <p>2)Do: A 40- to 60-minute work time minimum for children to carry out their plans (or shift to new activities that interest them);</p> <p>3)Review: 10- to 15-minute period for reviewing and recalling with an adult and other children what they've done and learned.</p>	<p>The teacher takes 10 students to support planning and the assistant teacher takes 10 students to support planning. Once all the children have made a plan for their work time, the teacher and assistant teacher follows the children into the areas they are working in and works alongside them until they are invited in and then they work to scaffold their work while talking to the children about what they are doing. The teacher follows the children's lead while working alongside. The work time is at least 40 min and at the end of the work time, the teacher and assistant teacher signals for the children to clean up and then they all come back together so they can review what they did and learned.</p>	<p>The adult will plan with their child what they would like to do during their work time. This could be Art, manipulatives, blocks, library (books), house materials (pots, pans, clothing, manipulatives, dress up clothing, etc.). Once the child has made a plan for work time, they start work time. Parent will support the child by working alongside the child. The parent will follow the child's lead while they are playing. Once the child has had time to work, 30 to 40 minutes, it is time to clean up together. Once they cleaning is complete, then it is time to come back together and review what they did and learned.</p>

Daily Schedule (4 of 6)

This schedule is intended to show how each element of classroom instruction might look in a remote (home) setting. The order of the schedule will vary depending on the setting.

Lesson Activity	Time	Purpose	In The Classroom	Remote/Home
Outdoor Learning (45-60 min)	10:15- 11:00	This time of the day is a time for children to plan and work outside imploring their gross and fine motor skills.	During outdoor learning, the teacher and assistant teacher plays with the children while they are playing outside. Also they support with the needs the children have in working outside. For example, assist in getting containers to collect water if they are watering the garden.	During the outdoor learning time, the parent will join in the play that the child identifies for that day.
Transition (15-30 min)	11:00- 11:30		Children wash hands and get their individual space at the table ready.	Prepare lunch and allow child to wash hands to get ready for lunch. Children can help prepare the meal.
Lunch	11:30- 12:00	To develop a sense of community while eating. Discuss a wide variety of topics that are sparked by the child. Also, a time to talk about foods and the importance of eating healthy for a healthy body.	Children are sitting together 10 children and one teacher at each table. Language building is emphasized as much as eating. Children learn how to take care of their personal needs in regard to eating.	Child will sit with the parent or care giver and other children if there are other children in the home. Build language while eating through conversations. Discuss what is needed to take care of personal needs in regard to eating.
Rest/Nap (60-80 min)	12:00- 1:20	Rest time allows the child time to rest for the other half of their day. This is an important part of the child's schedule and allows them to get enough rest so they can contribute and have energy for the last half of the day.	Children are able to take this time to rest which allows them to gain more energy for the other half of the day. Children will take the time to rest on a mat with a blanket.	Children are able to take this time to rest which allows them to gain more energy for the other half of the day. Children will take the time to rest in their room.

Daily Schedule (5 OF 6)

This schedule is intended to show how each element of classroom instruction might look in a remote (home) setting. The order of the schedule will vary depending on the setting.

Lesson Activity	Time	Purpose	In The Classroom	Remote/Home
Read Aloud (15-20 min)	12:00- 1:20	Teacher focuses on a skill while reading a story. The book is one that has vocabulary and supports the focus for that day.	The teacher or assistant teacher chooses a book that support the learning that they are planning for that day. They pre-read, prepare questions and activities that the children will join in while the reading takes place. Parts of the book are discussed, along with a variety of questions/activities.	Parent will sign in to read aloud that is posted on you tube or in a zoom call. This will be an activity that the teacher or assistant teacher will support the parents in a training. *This may also be done during a socially distant city exploration.
Outdoor Learning (25-30 min)	1:45- 2:10	This time of the day is a time for children to plan and work outside imploring their gross and fine motor skills.	During outdoor learning, the teacher and assistant teacher plays with the children while they are playing outside. Also they support with the needs the children have in working outside. For example, assist in getting containers to collect water if they are watering the garden.	During the outdoor learning time, the parent will join in the play that the child identifies for that day.
Transition (Remote learning will require time to prepare snack)	2:10- 2:30		Children wash hands and get their individual space at the table ready.	Prepare snack and allow child to wash hands to get ready for snack.
Snack (15-20 min)	2:30- 2:45	To develop a sense of community while eating. Discuss a wide variety of topics that are sparked by the child. Also, a time to talk about foods and the importance of eating healthy for a healthy body.	Children are sitting together 10 children and one teacher at each table. Language building is emphasized as much as eating. Children learn how to take care of their personal needs in regard to eating.	Child will sit with the parent or care giver and other children if there are other children in the home. Build language while eating through conversations. Discuss what is needed to take care of personal needs in regard to eating.

Daily Schedule (6 of 6)

This schedule is intended to show how each element of classroom instruction might look in a remote (home) setting. The order of the schedule will vary depending on the setting.

Lesson Activity	Time	Purpose	In The Classroom	Remote/Home
Story time (15 min)	2:45- 3:00	This is a time of the day to share through books. A book is introduced and there is a before read discussion (perhaps prediction, characters, etc.) and the book is read and then after the story is finished, there is extension from the story	Either the teacher or assistant teacher will choose a book to read. The teacher or assistant teacher will introduce the book, discuss the book before the reading, read the book and extend the book after it is finished.	Parent will visit the platform to access a book read for story time.